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ABSTRACT

Designed to inform students about all the career opportunities available to them and to help them not limit themselves to sex-stereotyped career choices, these Project NEW (Nontraditional Employment for Women) instructional materials contain lesson plans and learning activities for use in a five-day unit at the middle school level. Lesson plans outlining daily objectives, lesson times, preparation procedures, teaching tactics, homework, and enrichment exercises are provided for each of the five days. Learning activities and instructional materials supplied in the unit include a sex role/stereotype pretest, multiple choice and question-and-answer exercises on identifying sex stereotyping, brief histories of various phases of the women's rights movement, stories illustrating stereotyping behavior, identification of role models, role playing activities, simulated situations, discussions, and a posttest. Transparency masters are also presented. An annotated resources list for nontraditional jobs and sex role stereotyping, which includes books, films, games and kits, photographs and posters, filmstrips, video cassettes, and slides, is appended. (A corresponding instructional unit for use in high schools is available separately through ERIC--see note.) (MN)

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TRADITIONAL

VS.

NON-TRADITIONAL:

EXPANDING CAREER CHOICES

MIDDLE SCHOOL UNIT

Developed by Richard Tate

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CE 029 407

U.S. DEPARTMENT OF HEALTH,
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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Project NEW (Non-Traditional Employment for Women) is administered by the Human Resources Department of the City of Bloomington under a grant from the Indiana Office of Occupational Development.

Project NEW is a program designed to provide information about skilled trade employment for women in Monroe and Lawrence counties. As part of the program, a skills training class was developed to prepare and place women in apprenticeship positions.

The purpose of this unit is to help young people with the important task of career decision making. More specifically, it is our aim that students learn about all the opportunities available to them and not limit themselves to sex-stereotyped career choices.

The final product before you is the result of the cooperative effort of many people. We would like to thank the members of our Advisory Council, and teachers and counselors of the following school systems: Monroe County Community School Corporation, Richland-Bean Blossom Community School Corporation, and the North Lawrence Community Schools for their assistance in developing the unit entitled "Traditional vs. Non-traditional: Expanding Career Choices." We would also like to thank Pauline Gough and the Fort Wayne Women's Bureau for their permission to reprint some of their materials.

Finally we would like to hear from you. We have provided an evaluation form for your use. We would appreciate your taking the time to fill this out. Also, if you have any questions or comments while using the unit, please contact us at the Human Resources Department, P.O. Box 100, Municipal Building, Bloomington, Indiana, 47402. (Telephone: (812) 339-2261)

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DAY ONE

I. **Objectives:**

A. The students will take a pretest to assess their previous knowledge on sex-role stereotyping and careers. (traditional vs. nontraditional employment.)

B. The students will be able to describe sex-role stereotyping.

II. **Time:**

This lesson should take approximately 45 minutes.

III. **Preparation:**

Duplicate copies of the answer sheet for "John and Janet"; have pretest ready to pass out.

IV. **Teaching Tactics:**

A. In order to find out what the students already know about careers and sex-role stereotyping, start today's lesson by administering the pretest. Time: 5 minutes.

B. Tell the students that you are going to start class today by reading them a short story about twins - John and Janet. (For extra reading practice, run off copies of the story; have the students read the story.)

C. The story is divided into 13 main sentences. Tell the students to mark which twin they think each sentence is talking about or to mark "either" when they think both twins could be doing that action.

D. After the story has been read, reread sentence one and ask how many marked "John" or "Janet" or "either." Using the blackboard, keep a tally of how many students marked each choice. Repeat this procedure for every sentence.

E. When the tallying is finished, ask one of the students to read sentence one and ask the student to tell the class which twin he/she marked and to explain why. Then ask someone who marked the other twin to give the reason and finally have someone who marked "either" give the reason.

F. Try to get as many students involved as you can and hopefully a discussion will develop. When the tallying is finished and the discussion is fading away, ask the students if they noticed a pattern in the answers (i.e., John running for president, playing basketball, taking out garbage, etc; Janet setting breakfast table, teaching as a career, etc.).

G. If the students do see a pattern, ask them if they can give any reasons why such a pattern would occur.

1. Why did most people see John going out for basketball and not Janet?
2. Why did most people see Janet as the one who would set the table?

H. Students may answer:

   1. Boys usually play sports, are better in sports, etc.
   2. Girls are supposed to set the table; girls are usually in the kitchen, etc.

I. Ask the students if they have ever known or heard of a girl (woman) who was good in sports or a boy (man) who was a good cook, etc. (Billie Jean King, Mel from "Alice")

J. Throughout the discussion after the story, try to get the students to realize (say) that it's a popular idea or belief that boys should do one thing and girls should do another. (Not that one sex can't because of qualities they are born with. Look for conditioning answers.)

K. This belief is called sex-role stereotyping. (If your class wouldn't be comfortable with "sex-role stereotyping," you may want to call it "stereotyping for girls" and "stereotyping for boys.")

L. If a pattern does not come forth that would show sex-role stereotyping, this may be the appropriate time to bring out women's roles of the past. See "Enrichment Exercises" at the end of the lesson.

V. Homework:

Have the students look for stereotyping in the media when they go home after school.

a. Just to be sure you understand what stereotyping means, I would like you to do this simple assignment. Sometimes stereotyping continues when people are grown. Men only do certain jobs and women only do certain jobs. Let's see if we can find any evidence of this on T.V., radio, or in the paper.

Questions should be listed on the board:

1. What jobs do the men usually have on T.V.? Women? Why?
2. How many women newscasters did you see on T.V.? Men? Why?
3. How many women disc jockeys did you hear on the radio? Men? Why?
4. How many articles in the newspaper were written by women? Men? Why?
5. How many sports articles were written by women? Men? Why?

Tell the students to pick any 3 questions that they want to answer. Be sure they answer the "why" on each question. Tell them their results will be discussed tomorrow in class.

VI. Enrichment Exercises:

1. A Brief History of the Suffrage Movement in the U.S. and Since 1920.

   a. These articles written by Pauline Gough describing women's roles of the past could lead to a discussion of where women were 100 years, 50 years, or even 10 years ago. Elizabeth Stanton and Susan B. Anthony could be discussed or an extra credit report could be assigned on any of the women mentioned in these articles. Discussion questions accompany each article. The articles and the questions are attached.

2. After the students understand the meaning of sex-role stereotyping, ask them when they think stereotyping starts for a person.

   A. To get the students to understand that stereotyping starts at an early age, tell the students that they are going to build or create a young boy or girl.

   B. Divide the students into four groups. Give each group an identical set of cards with characteristics of people on half of the cards and pictures of toys on the other cards.

   C. Select 2 groups to create a boy and 2 groups to create a girl. The groups shouldn't tell each other which sex they have.

   D. Tell the groups to select characteristics and toys that would show the makings of the sex that their group has.

   E. Then have a group go to the front of the class. With each person in the group taking turns showing a characteristic or toy, have the other groups guess which is being created, a boy or a girl.
   *(If the class can guess that a boy/girl is being created before all the cards are shown, ask them how they knew so early. "Why did you know a boy was being created with only a card showing a baseball bat and a card showing 'aggressive' being shown?")

   F. After each group is finished, ask the entire class if they noticed a pattern of characteristics and toys that are usually associated with each sex.

      1. What's the new word we learned earlier that describes beliefs, feelings, toys, or characteristics that belong to only a boy or a girl? (stereotyping)
      2. Were you surprised that even children's toys are usually thought of as belonging to either boys or girls?

         a. What about colors? Who usually gets dressed in pink when they are little?
         b. What is a boy sometimes called who plays with dolls? sissy, etc.
         c. What is a girl sometimes called who plays with a basketball or football? Tom-boy, etc.
      3. Is there really anything wrong with a boy jumping rope, playing with a doll, etc.?
      4. Is there really anything wrong with a girl playing with a truck, football, etc.?

5. Have any boys here ever jumped rope? (cooked, cleaned house, etc.)
    a. Yes? How did you like it? Fun?
    b. No? Does anybody here know of any grown men who jump rope? (Fighters - Sugar Ray Leonard, Ali, etc.)

6. Have any girls here ever worked on a bicycle or car?
    a. Yes? How did you like it? Fun?
    b. No? Does anybody here know of any grown women who work on or race cars? (Janet Guthrie)

7. Isn't it a shame we sometimes limit ourselves to certain toys, games, sports, etc., when there are so many ways for us to have fun? Sometimes people limit themselves to jobs that they think are only for a boy or a girl. Isn't that a shame?

DAY TWO

I. **Objective:**

Students will recognize that their attitudes toward the roles males and females adopt have been developed throughout their lives by the family, school, and society at large.

II. **Time:**

This lesson should take approximately 45 minutes.

III. **Preparation:**

Have example #4, House Plan, on blackboard; list of school jobs on board; and copies of answer sheet for textbooks.

IV. **Teaching Tactics:**

A. You should go over yesterday's homework assignment with the class to be sure they do understand what stereotyping (sex-role stereotyping) is. Be sure to ask them "why" they found more men sports writers, etc. Use the homework assignment for discussion, at length if necessary, to help them to understand what sex-role stereotyping is, before going on with the unit.

B. To get the students to see how our families sometimes contribute to stereotyping (without offending anyone), exercise #4 in Opening Trade Barriers works very well.

1. You could start out by saying, "Yesterday we discovered that sometimes people think certain things belong to one sex or the other (to boys or to girls) and this is called stereotyping; today we are going to look at a house and see if we find anything similar."

C. Tell the students that you would like them to consider the rooms of the house and identify which parent usually spends the most time in that room. (It's okay to say "both," for the dining room, the living room, or all.)

1. Some suggested questions to go along with this exercise would be:

   a. If you start with the kitchen (because women usually do the cooking) then ask who usually does the cooking outdoors on the patio? (man, husband, dad)
   b. When you discuss the garage and basement, ask them how their answers would change if the washer and dryer were located in the garage, while the workbench and tools were located in the basement. ("Why did you change your mind when you found out the washer and dryer were in the garage but the tools and workbench were in the basement?")
   c. When you ask about the den, ask what mother usually does when she's in the den (sewing, cleaning, etc.).

d. Hopefully, the students will see that sometimes even space is stereotyped as belonging to one sex or the other (man or woman).

e. A good question with which to end this exercise could be: "Wouldn't it be nice if all rooms were considered belonging to Man and Woman like the dining room or living room?

2. What about here at school? Do you think there are certain jobs, classes, courses, etc., that seem to be for only a boy or a girl?

    a. Let's look at the list of jobs on the board that we find around our school and see if any type of pattern exists.
    b. Ask the students to get out a scrap piece of paper and write down who usually does the jobs listed on the board; a boy, a girl, or either.
    c. Then with a show of hands, mark down the responses of the students on the board next to each job.
    d. What do we notice here?

        1. What kinds of jobs do the boys do? Why?
        2. What kinds of jobs do the girls do? Why?
        3. What do we call it when one set of jobs are usually done by boys only or by girls only?

3. What about our books? Do you think we could find evidence of stereotyping in our school books? (Pass out answer sheet for textbooks; use reading, history, social studies, spelling, math story problems.)

D. Give your students 10-15 minutes to go through their books and answer the questions on the book answer sheet.

E. Either by tallying the results on the board or by a show of hands, go over each question and see who gets more emphasis in each category (boys or girls).

1. What does this tell you about your ideas of the boys/girls in the books you looked at?
2. Does it make you feel that certain things are for a boy and others for a girl? What is this called?

V. Homework:

No homework!

VI. Enrichment Exercises:

*1. Make a bulletin board display of men and women engaged in non-stereotyped activities, or of new breakthroughs for either sex. Use pictures and articles from current newspapers and magazines for this purpose. (Suitable items from the recent past might be included; for example, an article on the new female state troopers in Indiana, a feature story about the male member of our City's Women's Commission, an article on fathers who have gotten custody of their children following a divorce.

*2. Read more than one biography about a famous professional woman or about a man in a nonstereotyped occupation, written by different authors. Note any differences in factual information, or in the author's interpretation of the subject, check each author's credentials and research sources, and try to decide which biography is probably more accurate. Report your findings to class.

*Enrichment exercises are from Pauline Gough's Unit on Sex-Role Stereotyping.

DAY THREE

I. Objectives:

A. Students will be able to select advertisements that show traditional sex roles.

B. Students will recognize that language can both promote and avoid stereotypical attitudes.

II. Time:

This lesson should take about 45 minutes.

III. Preparation:

Collect enough magazines (news, sports, childrens, etc.) and newspapers for each of your students to have two or three. (If this is not possible, pass them around so each student will review more than one). Have copies of "Answer sheet for Ads" and "Words that describe jobs."

IV. Teaching Tactics:

A. Instead of having the students look at textbooks today, have them look in magazines for advertisements. Through this very simple exercise, they will recognize advertisements that show traditional sex roles.

B. This exercise can be done individually or in groups. Have the magazines and newspapers passed out to the students and tell them to look at the advertisements to see if they can find any evidence of stereotyping.

C. The "Answer sheet for Ads" should be passed out so the students can tabulate their results.

D. Tell the students that they are basically looking to see if there are ads aimed only at men and ads aimed only at women. As in all the other exercises, the students should be encouraged to look for ads aimed at both sexes--men and women. Tell the students that clothing ads should be left out of this exercise.

E. Allow the students 10-15 minutes for this investigation. You can assist any students who are having trouble by reminding them of stereotyped characteristics that we learned from the previous lessons. This also gives you a chance to see if the students really understand the traditional stereotyped roles for men and women.

F. After the students have had sufficient time to answer the questions on their worksheet, go over the results with them by tallying the responses on the board.

G. You can discuss each question as you go or wait until all the responses are tabulated and then lead a discussion with the results in front of you. Be sure to bring out the following questions:

1. What do you notice about the products that are for men?
   Are they for cleaning?
   Personal pleasures?
   Sports?
   Mechanical work?
2. What about the products that are for women?
   Cleaning?
   Sports?
   Mechanical?
   Cooking?
   Entertainment?
3. What about the products for men and women?
   Entertainment?
   Transportation?
   Cooking?
   Mechanical?
4. Do you notice any patterns in the ads? Describe them.
5. Why do you think the products that are for only men/women become stereotyped for them (men/women)?
6. Did you notice any products that really should be only for men/women?
7. Did you notice a larger number of products that really should be just for a man/women or more products that just seem to be, because of the way they are advertised?

H. The next part of this lesson deals with language. Try to help the students understand that the words we use can cause or avoid stereotypes.

I. Start out by asking them what 'policeman' makes them think about.

1. Does 'policeman' make people think it could be a woman?
2. Can you think of a word we could use that wouldn't make people think it (job) belongs to only men?
   (police person, police, law enforcement officer, officer, etc.)

J. Tell the students that many times the words we use or read that describe jobs make people think that only men or women can do certain jobs. Because of this, young men and women won't consider those jobs even if they find them interesting and enjoyable.

K. Let's see if we can find other words to describe some jobs and situations that don't stereotype them as being for only men/women.

L. Pass out worksheet, "Words that describe jobs," and tell the students to try to think of a word for each one given that won't make people think of only men or women. They should also try to choose words that don't make either men or women seem less important. (This exercise shouldn't take the students more than 5 minutes).

M. After students have had time to find different words for jobs and situations, select several students to give their ideas and discuss these with the class.

1. Why does the original word seem to do some harm?
2. Why does the new word seem better?
3. Can you think of any other words that could cause harm?
4. How could we change these words?

V. Homework:

So far we have studied toys, school books, words, ads, and other aspects of life and noticed that sometimes there is a difference between what seems appropriate for a boy and what seems appropriate for a girl. When people grow up thinking that only certain parts of life concern them, they sometimes think that only certain jobs are for them. Let's see if we notice any pattern in the type of jobs that men and women have. Tonight, I want you to go home and write down 5 jobs that you notice the women around you have and 5 jobs that men have.

Important Reminders:

1. The jobs should be outside the home (jobs for pay).
2. Try to put the jobs in as broad a category as you can: bus driver
   taxi driver, truck driver = transportation
   typist, filer, stenographer = clerical

Finally, come to school tomorrow prepared to tell us what you would like to do or what you think you would like to do for your career.

VI. Enrichment Exercises:

1. If the students enjoyed "Words that describe jobs," they may learn more about sexist language by completing the exercises named "what's wrong with this phrase?" This exercise can be found attached to this unit.
2. This may be the appropriate time to show a film that will reinforce what the students have been learning in class. Some examples are:

   a. Looking at tomorrow. . .What will you choose?
   b. Choice

*3. Write a report or make a booklet on "Women in Advertisements" or "Men in Advertisements." Select several advertisements from television, magazines, or radio. Use these as examples to show how women or men are viewed by the people who create advertisements. (For example, ads can be directed to the woman as a housewife, mother, sex object, object of beauty, professional woman, etc. Ads can be directed to the man as a sports enthusiast, financial wizard, professional man, family bread winner, father, etc. We call these ways of writing advertisements "advertising appeals." Find as many different advertising appeals to men or to women as you can, and give each a label that describes it.

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DAY FOUR

I. Objectives:

A. The students will be able to describe jobs that are considered traditional and nontraditional for their sex.
B. The students will be able to give 3 myths about each sex entering a nontraditional job.
C. The students will be able to give 3 examples that prove these myths false.

II. Time:

45 minutes.

III. Preparation:

Have "job cards" placed around the room, have copies of "I never thought of it that way" part I and II, ready to pass out.
Have copies of "women are underrepresented as managers and skilled craft workers" ready.

IV. Teaching Tactics:

A. As part of yesterday's homework assignment, the students were to think of a job that they are interested in doing. Therefore, to start today's lesson, have the students look at the "job cards" around the room for a few minutes, and then stand by the job they like. If they don't see their first choice, have them stand by their second choice.

B. After everybody is standing by their chosen profession, mark how many boys/girls were by each job. As each job is tallied, have the students return to their seats.

C. When the tallying is over, ask the students if they notice any pattern in the jobs chosen:

1. Which jobs do the boys prefer?
2. Which jobs do the girls prefer?
3. Which jobs do both boys and girls prefer?
4. What is common about the jobs the boys chose?
5. What is common about the jobs the girls chose?
6. Do you think the jobs the boys chose would be considered traditional for them? How about the girls?
7. What do we mean by traditional? (Jobs that have mainly been done by men or women in the past.)
8. What do we mean by nontraditional? (Jobs that used to be done mainly by women that are now being done by men or jobs that used to be done by men that are now being done by women as well.)

D. Next, compare the jobs that the students chose for themselves with the jobs they found men and women doing in their homework assignment. This can be done by leaving the students' results on the board and adding next to their own personal choices the jobs they saw men and women doing.

E. After you have added the "men and women choices" next to theirs, ask them if there's any connection:

1. Did you pick jobs that are similar to what the adults chose?
2. What are the differences?
3. What are the similarities?
4. Do you think that the choices of the men are traditional for them?
5. Do you think that the choices of the women are traditional for them?

F. Pass out "Women are underrepresented as managers and skilled craft workers" and have the students look over their chart for a few minutes.

G. Next compare the results of the homework assignment on the board with this handout.

H. Ask them if they notice any similarities or differences between their choices and the results that are shown on the chart:

1. According to the chart, what jobs do men usually do?
2. According to the chart, what jobs do women usually do?
3. Do our results (on the board) go along with the chart?
4. Why do you think the chart shows mostly women in the clerical jobs?
5. Why do you think the chart shows mostly men in the craft jobs (skilled trades)?
6. Do you know of any reason why a man couldn't be a secretary?
7. Do you know of any reason why a woman couldn't be a plumber?

I. There are some commonly held beliefs about why men and women can't or don't do certain jobs. To help the students realize that these are only beliefs, not facts, pass out "I never thought of it that way" Part I and II worksheets.
Give them a few minutes to work through the problems and then discuss the results.

J. Have a student read the first sentence with the answers given, then have the student read his/her own answers. Ask if anybody else has any answers.

K. Discuss the reasons a man/woman can't do the task given along with the proof that they have and can. Try to get the students to say and realize that these are commonly held beliefs about why a person can't do certain things, not facts.

V. No homework - Test tomorrow

VI. Enrichment Exercises:

1. Films:
   a. Freedom Training
   b. Jobs in the City

*2. Prepare a written or an oral report on the status of women in politics today. Find out, for example, the percentage of women actually registered to vote, compared to the number who are eligible. How many women are elected officials in the U.S. Senate, House of Representatives, state legislatures, governorships? How many women have held important judgeships or high rank (Cabinet posts, etc.) in the federal government? Who are the outstanding female politicians today, and what is the outlook for women in politics in the future?

*3. Interview an influential career woman in the community. Ask questions such as "How did you become interested in your career? How did your family feel about your going into this work? What obstacles did you have to overcome? Do you feel there has been discrimination against you in terms of salary, advancement, increasing responsibility? Are you married? If so, does your work interfere with your family life? Do you recommend that other girls follow in your footsteps?

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DAY FIVE

I. Objectives:

A. Students will be able to explain problems that might occur with nontraditional jobs.

B. Students will be able to give possible solutions to these problems.

C. Students will take exam to show effectiveness of instructional unit.

II. Time:

45 minutes

III. Preparation:

Copies of "Role Playing Starters" or "situations"

IV. Teaching Tactics:

A. This lesson can be taught in two different ways:

1. If your students are comfortable with role playing, then proceed as follows:

   a. Simply tell the students that there are sometimes problems or difficulties that may arise when a person picks a nontraditional job.
   b. "Today we are going to act out some potential problems and see if we can find a solution."
   c. Then select different students for each situation under "Role Playing Starters" and see if the students can find a solution.
   d. Help the actors find a solution by using the questions that go along with each situation. Ask the audience if they agree with the actors' solution.
      1. How would you change it?
      2. Why don't you think it would work?
   e. If the actors are having difficulty finding a solution, thank them for participating and ask the audience if they thought of a solution.
   f. Allow about 30 minutes for this exercise.

2. If your students are not comfortable with role playing:

   a. Again, simply tell the students that there are sometimes problems or difficulties that may arise when a person picks a nontraditional job.
   b. Pass out copies of "Situations" and tell the students that these are possible problems they may encounter and you want them to try and find an answer or solution.

c. After about 20 minutes, tell the students to stop and discuss their solutions.

d. As you call on a student to give his/her answer, be sure to ask:
  1. Do the rest of you agree with this?
  2. How does this solve the problem?
  3. Will it create even more problems?

B. Review:

1. Tell the students that they are about to take a short quiz on the unit they've studied this week.
2. Tell them the quiz is to check how much they've learned.
3. Review the meaning of stereotyped, traditional, nontraditional.

Test

V. Homework:

No Homeowrk

VI. Enrichment Exercises:

1. Films:
  a. When I Grow Up
  b. Jobs and Gender

Choosing a Career - Traditional or Nontraditional

Directions: Please circle the letter in front of the correct answer for each question.

1. The phrases "stereotyping for boys" and "stereotyping for girls" means:

   a. That it's a popular idea or belief that boys should do certain things and girls should do certain things.
   b. That boys and girls should be able to do anything they are capable of doing.
   c. That certain stereos (record players) are for boys, and other stereos are for girls.
   d. That there is no difference between a boy or a girl.

2. Where do you think we could find evidence of stereotyping?

   a. School
   b. Textbooks
   c. Jobs
   d. Advertisements
   e. All the above

3. Which of the following job titles show stereotyping?

   a. Firefighter
   b. Mailman
   c. Flight attendant
   d. Police officer

4. Which of the following jobs are usually done by men?

   a. Welder
   b. Truck driver
   c. Business executive
   d. Police officer
   e. All the above

5. Which of the following jobs are usually done by women?

   a. Electrician
   b. Secretary
   c. School principal
   d. Operating engineer
   e. All the above

6. What do we mean by traditional jobs for men or for women?

   a. Jobs that have mainly been done by men or jobs that have mainly been done by women in the past.
   b. Jobs that haven't been done by either men or women in the past.
   c. Jobs that used to be done by men or women in the past but are now performed by machines.
   d. None of the above.

7. What do we mean by nontraditional jobs for men or for women?

   a. Jobs that used to be done by machines that are now done by men or women.
   b. Jobs that used to be done by mainly women that are now being done by men or jobs that only men did, that women now do.
   c. Jobs that are part-time while going to school.
   d. Jobs that require a great deal of strength.

8. Women can't do jobs that have been considered men's work, because:

   a. Men's jobs require physical strength and women are weak.
   b. Men's jobs require getting dirty, grubby or greasy and women are afraid to get dirty.
   c. Men's jobs require mechanical skills and women don't know the difference between a hammer and a screwdriver.
   d. None of the above.
   e. All of the above.

9. Men can't do jobs that have been considered women's work because:

   a. Women's work requires compassion and sensitivity, which men don't have.
   b. Women's work usually requires good clerical skills like typing and filing that men can't do.
   c. Women's work requires a good appearance by being clean and neat.
   d. None of the above.
   e. All of the above.

10. Most of the problems that occur from someone choosing a nontraditional job:

    a. Are impossible to change, and that's why women should stick to women's work and men should stay with men's work.
    b. Are only in the person's mind, and there really aren't any problems.
    c. Are problems that can be solved if a person really tries.
    d. None of the above.

KEY FOR MIDDLE SCHOOL PRE AND POST TEST

1. a
2. e
3. b
4. e
5. b
6. a
7. b
8. d
9. d
10. c

Unit Evaluation

Directions: Project NEW would greatly appreciate your comments about the unit. Please complete the following evaluation and mail it back to our office. Feel free to make additional comments using the reverse side of the page. Our address is provided below.

1. Overall, how would you describe the unit?

2. How important were the concepts discussed?

3. To what extent were your expectations met from the unit?

4. How useful for you were the exercises in the lesson plans?

5. Did the information presented give you ideas to be incorporated into future lesson planning?

6. What, in your opinion, was the most important topic discussed?

7. What could have been added or subtracted from the unit to improve the quality?

Return to: Project NEW
Human Resources Department
Box 100, Municipal Building
Bloomingten, Indiana 47401

The Story of "John and Janet"

1. Once, there were twins. When they were called for breakfast, one of the twins was always the last to get up.

2. Their mother was always telling one of the twins to clean up the bedroom, because this twin was so messy.

3. At breakfast, one twin helped set the table and poured the milk.

4. One twin had to be reminded three times about the importance of brushing one's teeth after meals.

5. On the way to school, one twin talked with a friend all the time.

6. In school one twin was named the outstanding student in chemistry and math.

7. One twin had become very active in the student body and was expected to win the election for student body president.

8. After school, one twin stayed late because this twin was practicing to make the basketball team.

9. One twin hurried off to interview some teachers for a story for the school paper on teaching as a career.

10. After dinner, one twin had to be reminded three times to put out the garbage.

11. One twin has seen an item of clothing in the store which was exactly right for wearing on a date next Saturday. This twin decided to "borrow enough money from the purse that Mother had left around."

12. One twin had promised to sneak out a six-pack of beer from the family refrigerator for the party after the last game of the season.

13. One twin has about decided not to go to college, but to work and earn enough money for a car.

14. One twin has been secretly "going steady" with someone Father does not approve of.

15. Marriage seems to be the main focus of one of the twin's ideas, and this twin can't wait to start a family.

Answer sheet for John and Janet

	John	Janet	Either
1.	________	________	________
2.	________	________	________
3.	________	________	________
4.	________	________	________
5.	________	________	________
6.	________	________	________
7.	________	________	________
8.	________	________	________
9.	________	________	________
10.	________	________	________
11.	________	________	________
12.	________	________	________
13.	________	________	________
14.	________	________	________
15.	________	________	________

Written by Pauline Gough

A BRIEF HISTORY OF THE SUFFRAGE MOVEMENT IN THE U. S.

To really understand the roles men and women play in America today, it is helpful to look at our country's past.

In pioneer days, when the nation was being carved out of a wilderness, both men and women were active and important contributors to the process of settlement and civilization. Before the industrial revolution of the 1800's, the great majority of men and women were co-workers on the land and in the home. Women worked in the fields when the chores of the home and child-rearing were finished, so there was a close tie between work and home for both sexes, and even a certain amount of overlap between "man's work" and "woman's work."

The coming of machine production changed all that. For a time, it is true, many unmarried women and children worked in factories. But by the mid-1800's most factory workers were men. The coming of the factory and the city thus wholly changed the nature of men's work. For the first time in history, work for most men was something done outside (or away from) the family and the home.

The same growth of factories and cities that separated work and home for men also provided increased leisure time for women. Because land in the city cost so much, the city home was smaller than the farm house had been, and its daily care demanded less time. City families also grew smaller, since children were not needed to help with the work, as they had been when most Americans farmed the land. Fewer children meant less work for mothers. In addition, factory machines now performed many of the jobs that had long been women's, such as producing clothing and preparing foods.

Middle-class women were the ones who had their chores lightened; few working-class or immigrant women could as yet afford the new services and products. But work outside the home was unthinkable for the middle-class married woman of the 1800's (and most middle-class women of that day were married). Not only were there still children to care for, but there were also objections from husbands and from a society that viewed woman's place as being in the home.

So it was these middle-class women, with more time available and less worthwhile work to do, who first began to raise questions about woman's role in this new industrial society.

The woman's rights movement in the United States is generally dated from the first Woman's Rights Convention which was held in Seneca Falls, New York, in 1848. At the Seneca Falls Convention Elizabeth Cady Stanton, in her first public speech, told women that the time had come to secure for themselves the right to vote.

Mrs. Stanton, and the suffragettes who joined her in the difficult, 72-year campaign which ended in the passing of the Nineteenth Amendment to the Constitution of the United States, had learned how to organize and how to fight for a cause through earlier work in the abolition movement. As abolitionists, seeking to free the slaves, they first won the right to speak in public. Their anti-slavery work led them eventually to compare themselves to the slaves, and they began to realize that they were little better off. Thus women began to ask serious questions about their own basic rights and place in American society.

The position of women in the early 1800's was sorry indeed. Marriage resulted in "civil death", since females lost all property rights, and had no legal existence apart from their husbands. They could not sign contracts; they had no title to their own earnings, to property they inherited, or to their children in case of legal separation. They could not sue or testify in court, get a divorce, or, in many cases, avoid beating or other punishment by their husbands. They were considered inferior of mind and body, incapable of the education provided for their brothers, unworthy of equal pay, and unqualified for full citizenship.

When we look back today, it seems inevitable that women involved in the abolition movement should eventually have compared themselves to the slaves. The two movements---abolition and suffrage---strengthened and supported one another and many of the early women leaders were active in both groups. In fact, the historic Seneca Falls Convention was a direct outgrowth of abolition.

Here it how it came about. In the summer of 1840, a World Anti-Slavery Convention in London was attended by an American delegation including several women. But the convention ruled that only men delegates should be allowed to take part in the proceedings. Among those thus sentenced to the sidelines as spectators were Lucretia Mott and Elizabeth Cady Stanton, who spent part of their time together discussing the possibility of a woman's rights convention.

Though Mrs. Stanton did call for the right to vote when the Woman's Rights Convention at Seneca Falls became a reality, suffrage (the right to vote) was not the main interest of the early feminists. They were far more concerned about changing the laws which affected women in the ownership of property, control of earnings, guardianship of children, divorce, opportunity for education and employment, and other areas in which females were not equal. However, it soon became apparent that women could not win reform of these laws without weapons, and the vote was quickly seen to be a necessary addition to the women's arsenal.

Tactics used by the suffragettes to win the vote included public speeches, petitions, and frequent conventions to further develop their ideas and to set goals. In 1869 the movement became organized into two groups, the National Woman Suffrage Association and the American Woman Suffrage Association.

Two groups were formed because the leaders had different ideas about how to achieve the vote for women. The National, headed by Mrs. Stanton and Susan B. Anthony, tried to work with women factory workers and believed that an amendment to the Constitution was the best way to secure the vote for women. The American, headed by Lucy Stone, was made up of middle and upper-middle-class women, the club women and society matrons; it worked to change state laws which kept women from voting.

Each organization soon had its own newspaper. Suffragettes also became active in political campaigns. They tried to get changes in state constitutions so that women could vote, and they tried to defeat candidates who were against woman's rights. They began to lobby in Congress, send delegations to the president, and to gain publicity for their cause through parades and silent pickets at the White House. They were often arrested when they refused to disperse.

The Revolution was a weekly newspaper that expressed the views of the Stanton-Anthony group. The sixteen-page publication made a contribution far greater than its size, brief lifespan, and small circulation would have predicted. Mrs. Stanton and veteran reformer Parker Pillsbury were the editors and made the paper a lively mirror of the struggles of women on many fronts.

Here was news that couldn't be found in other papers---of the organization of women typesetters (working in the printing industry), tailoresses, and laundry workers, of the first women's clubs, or women pioneers in the professions (medicine, law, etc.), or women in other countries.

But The Revolution did more than report the news and give women a place to publish their views. It gave the woman's rights movement a place for public debate and discussion of issues, and it led women and fought with them against unfair treatment in employment and pay, unjust divorce laws, and the injustice of the Fourteenth and Fifteenth Amendments (which gave black males citizenship and voting rights, but did not extend these rights to women of any color). It instructed women in the practice of good health, stressing the importance of fresh air, appropriate dress, and exercise. It even defended some women accused of crimes, and dealt with controversial issues such as the double standard in morals.

In the early years of the fight for woman's rights, the regular press was generally hostile or made fun of the women. Gradually news reports became objective (unprejudiced and fair), but editorials still provoked laughter when they wrote about "what if . . . a woman doctor were performing surgery or a woman preacher were giving a sermon when she began to go into labor herself and delivered a baby of her own . . . or the same thing happened to a woman legislator, etc."

While the regular press did little to help the woman's cause, organized and determined opposition from other sources did much to hurt it. Many opponents of woman's rights were women of wealth and social position, who argued that woman's place was in the home. They said they did not need to vote since their husbands took care of them and protected their interests. More serious opposition came from brewing interests (who feared the women would vote for prohibition, meaning a law to stop the manufacture, sale, or use of alcoholic beverages. Actually, the southern states formed a group that supported prohibition consistently and eventually got the law passed, not women.) Political machines which had grown comfortable and secure in their leadership (as well as sometimes corrupt and dishonest) also opposed the vote for women; they were afraid that if reform-minded women could vote, they might vote them out of power. Business interests (fearful of legislation aimed at controlling industry and bettering working conditions) and southern Democrats (who had kept Negro males from voting through the use of tests to qualify for voting and stiff poll taxes) did not want angry females to upset their system of keeping things under control.

The American Woman Suffrage Association continued to work to get amendments to state constitutions passed, state-by-state. From 1870 to 1910 there were 480 campaigns in 33 states attempting to get the suffrage issue before the people. In only 17 states did the people actually vote on woman's suffrage, and only in Colorado and Idaho did the women win the vote. Wyoming was admitted as a new state in 1890 and Utah in 1896, and they both already had given the vote to women before becoming states.

By 1890, when the National and the American merged and became the National American Woman Suffrage Association, the members were almost all from the middle and upper classes. Many of the suffrage leaders, including Carrie Chapman Catt, disliked ignorant foreigners and made working-class women feel uncomfortable. Only Miss Anthony and Dr. Anna Howard Shaw, who had struggled with problems similar to those faced by the laboring women, remained close to women of every class.

Even with many wealthy and prominent women active in the suffrage movement, getting the Nineteenth Amendment passed was not easy. Finally in 1919 it passed both houses of Congress, and in August 1920 it had been ratified by the necessary two-thirds of the states.

Most women dropped the struggle at this point, from sheer exhaustion.

Women had won the vote, but they had not won for themselves full and equal partnership with men in politics, the professions, labor, and business. There were many unresolved problems in the personal lives of women and in the socialization of male and female children which had not even been considered. Woman's rights ceased to be a vital movement in the United States, but the hostility and opposition the suffragettes had called forth did not disappear.

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Flexner, Eleanor, Century of Struggle, New York: Atheneum, 1968.

Gough, Pauline, "New Feminism and the Mass Media," unpublished manuscript, 1971.

Basic Questions: History of the Suffrage Movement In the U.S.

Directions: Answer these questions on a separate sheet of paper, using complete sentences.

1. What made men's and women's work different in pioneer days than it was after the industrial revolution?

2. How did men's work change after the coming of the factory?

3. How did women's work change after the coming of the factory?

4. When and where did the woman's rights movement begin?

5. What class of women started this woman's rights movement? Explain why this was the case.

6. Where had women gained experience in public speaking and organizational skills?

7. Why did women begin to question their own place in American society?

8. What were some of the legal rights women of the 1800s lost after marriage?

9. What happened at the World Anti-Slavery Convention in London which caused Lucretia Mott and Elizabeth Cady Stanton to begin to think that it was time to do something about woman's rights?

10. In what issues were early suffragists most interested?

11. How did the two woman suffrage associations differ? Name each of them, and their leaders.

12. What was The Revolution? What did it do for the woman suffrage movement?

13. What was the original reaction of the regular press (the magazines and newspapers most people read) to the woman suffrage movement?

14. Why was the concern that women might give birth in the middle of their professional duties a foolish idea?

15. List the five groups which opposed woman's suffrage and why each objected.

16. How well did the state-by-state campaigns work in winning the vote for women?

17. Do you think these state-by-state campaigns might have helped suffrage indirectly? If so, how?

18. What happened to feminism once women had won the right to vote?

Written by Pauline Gough

SINCE 1920

After the first great feminist struggle to win the right to vote, questions about the roles of men and women in America were not raised again for fifty years.

Now that women were able to vote, they did not use this new political weapon very wisely. They did not fight to win public office for themselves, so they still didn't have an equal voice with men in making the country's laws. They even stopped fighting for women's rights, considering them all won.

But the battle against prejudice had not been won. Women got the vote---but nobody would vote for a woman. Women got jobs---but they got the worst jobs, and the worst pay. Some women got themselves educated and into professions, but these early pioneers were thought to be freaks. So a girl growing up had one of two choices: she could forge ahead in her chosen field and risk having people consider her loveless and lonely, if not even a little bit strange, or she could become a wife and mother. It wasn't much of a choice, and many girls did not see that there was a third choice---becoming a successful human being both in marriage and on the job.

"The golden moment for women, the moment at which their hopes were highest, was in the 1920s and 1930s, when they won the vote and began to go to college in considerable numbers," said Clare Boothe Luce, politician, diplomat and author. "They made a brave start, going out and getting jobs."

World War II in the early 1940s brought even greater numbers of women into the labor force, and many found that they liked the independence gained by working. They kept the homefront factories and offices running while the men were fighting, and they proved their capabilities beyond question.

But then two things happened. The men came home from the war to reclaim the jobs and fill the universities. And at the same time, the ideas of Sigmund Freud became very popular. Freud explored the workings of the unconscious mind and founded psychoanalysis, but he believed that women's place was in the home. In fact, he was convinced that this was the only way any woman could be happy. "Anatomy is destiny," he said. "Women are lesser human beings, childlike dolls; their bodies and minds fit them best for housework and the bearing of children and the service of men."

Because people really believed in what Freud had to say, they went back to thinking that women were inferior, that they belonged in the home, and that any woman who wanted a career was sick in the head because she was trying to be a man. The predjudice against women grew worse than ever.

But if prejudice against women was worse in the 1950s and early 1960s, other kinds of social change were also taking place. Machines were making muscle less important for most jobs, opening new possibilities for women. A declining birth rate and a longer life span were giving women more time to devote to other things besides the bearing and rearing of children. Better education was broadening women's view beyond home and hearth, making them aware of other possibilities, and increasing their frustrations when these possibilities were not realized.

Then, in 1963, Betty Friedan published The Feminine Mystique, a book widely credited with starting the current women's movement. In her book, Friedan argued that popular women's magazines and advertising executives were selling out women, by conveying the message that the female's only true and happy role was washing dishes and diapers. This wasn't described as one of many possible choices for women - it was described as the only choice, and if you weren't happy scrubbing floors, you were some kind of freak.

Friedan's book came out just at the height of the civil rights movement in the South. And just as the fight in the 1840s and 1850s for the abolition of slavery had spurred women to fight for their own freedom, so the fight in the 1960s against racism spurred a renewed battle against sexism. Women, feeling oppressed themselves, identified with the blacks, and grew angry. And for the first time in fifty years, they began again to question their place in society.

Women's Liberation formally began with the founding in 1966 of the National Organization for Women (NOW), which remains the largest and most influential feminist group. Betty Friedan was its founder and first president. NOW, which has both male and female members, has led battles in Congress and the courts on such issues as child care centers and the Equal Rights Amendment. Growing even faster is the National Women's Political

Caucus, aimed at putting women into government offices. There is also the Women's Equity Action League, dedicated to pushing for equality through existing laws and executive orders.

Other organizations also began to form on the local level, starting in 1967. Many started as "rap" sessions designed to help women exchange views on their common troubles and problems. Through such groups, women came to realize that others shared their problems, and they began to identify with the new women's movement.

Not all women are favorable towards the women's movement, however. Secure and happy in their traditional roles, many reject any drastic change in their status. They feel that the women's movement is a kind of propaganda designed to either force them into more active lives or make them feel guilty about staying home.

Opposition also comes from some minority-group women, who often characterize the women's movement as a movement of white, middle-class professional women. Black women sometimes argue that black liberation must come before women's liberation. Spanish-speaking women have had trouble becoming involved; Chicana leader Cecilia Suarez told Time Magazine in 1972, "Women's Lib is trying to get equal job opportunities, but we are still trying to get our women into school. We have special problems. For example, our meetings have to be in the daytime, because the average Spanish-speaking husband won't let his wife come out at night."

Some men also have been strongly opposed to granting women equal rights. But, as the women's movement has grown, many men also have joined the ranks as feminists. (Feminists are persons, male or female, who believe in genuine equality and freedom of choice for everyone.) Many men see that more freedom for women will mean more freedom for men, as well. In many ways, the male role is as narrow as the female's today, for men are expected to earn the family's food and shelter, and to behave in specific ways (such as being aggressive and strong). Sex-role stereotypes afflict both sexes.

As Dale Carlson has pointed out, in her book Girls Are Equal Too, "People have been brainwashed into thinking there are inborn differences between boys and girls, when those differences are really a matter of training and of individual differences in people that occur regardless of sex. (An example is the widespread belief that women are born with better instincts for the care of children than men. There are too many wonderful male counselors, male teachers, male pediatricians, male social workers, to say nothing of the growing number of superb and caring fathers, to support such a belief any longer. The reason more mothers than fathers take over child care is simply that they have been told it is their function in life to do so.)

"Make a list of all the traits you consider masculine, and all the traits you consider feminine. Do all the boys and girls you know fit neatly into those categories? If not, do you consider them peculiar? If a girl you knew wanted to be an architect, and a boy you knew wanted to be a nursery school teacher, would you think of the girl as 'masculine' and the boy as 'feminine'? Is there something wrong with a boy who loves cooking or a girl who loves racing cars? Or do you really believe that we are all human beings with the individual right to love, hate, and work at whatever we wish?"

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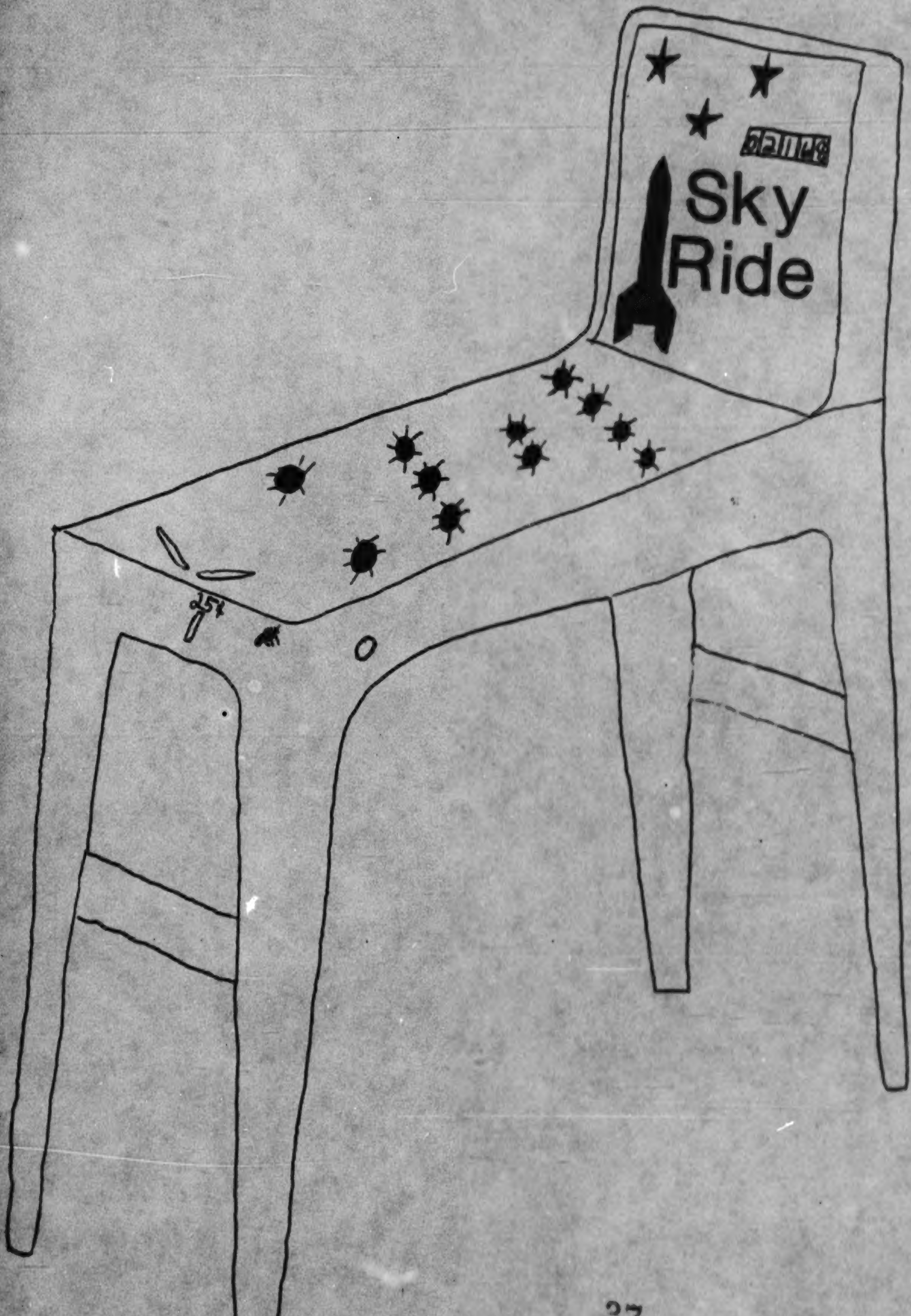
Carlson, Dale, Girls Are Equal Too, New York: Atheneum, 1974.
"Where She Is and Where She's Going," Time Magazine, March 20, 1972.
"Women's Liberation Revisited," Time Magazine, March 20, 1972.

Basic Questions: Since 1920

Directions: Answer these questions on a separate sheet of paper, using complete sentences.

1. Did winning the vote broaden women's choices? Why, or why not?
2. Why was the period from 1920 to the end of World War II a sort of "Golden Age" for women?
3. What two things caused this "Golden Age" to end?
4. List at least three kinds of social change which have helped the women's movement, and explain why these have helped.
5. Which two events, occurring at about the same time, caused women to begin questioning their place in society again?
6. What is the largest and most influential women's liberation group, and when was it founded?
7. Why are "rap" groups important to the Women's Liberation movement?
8. List three sources of opposition to the Women's Liberation movement, and give reasons for the opposition.
9. Why do some men support the Women's Liberation movement?
10. What is your own personal opinion of sex roles in our society today? Explain why you feel this way.

We shall paint the room pink	charming	sensitive
We shall paint the room blue	considerate	inventive
Independent	aggressive	athletic
adventurous	dependent	graceful
pretty	neat	smart
strong	grubby	insecure
strong	grubby	insecure
sugar & spice	gentle	creative
puppy dog tails	mischevious	friendly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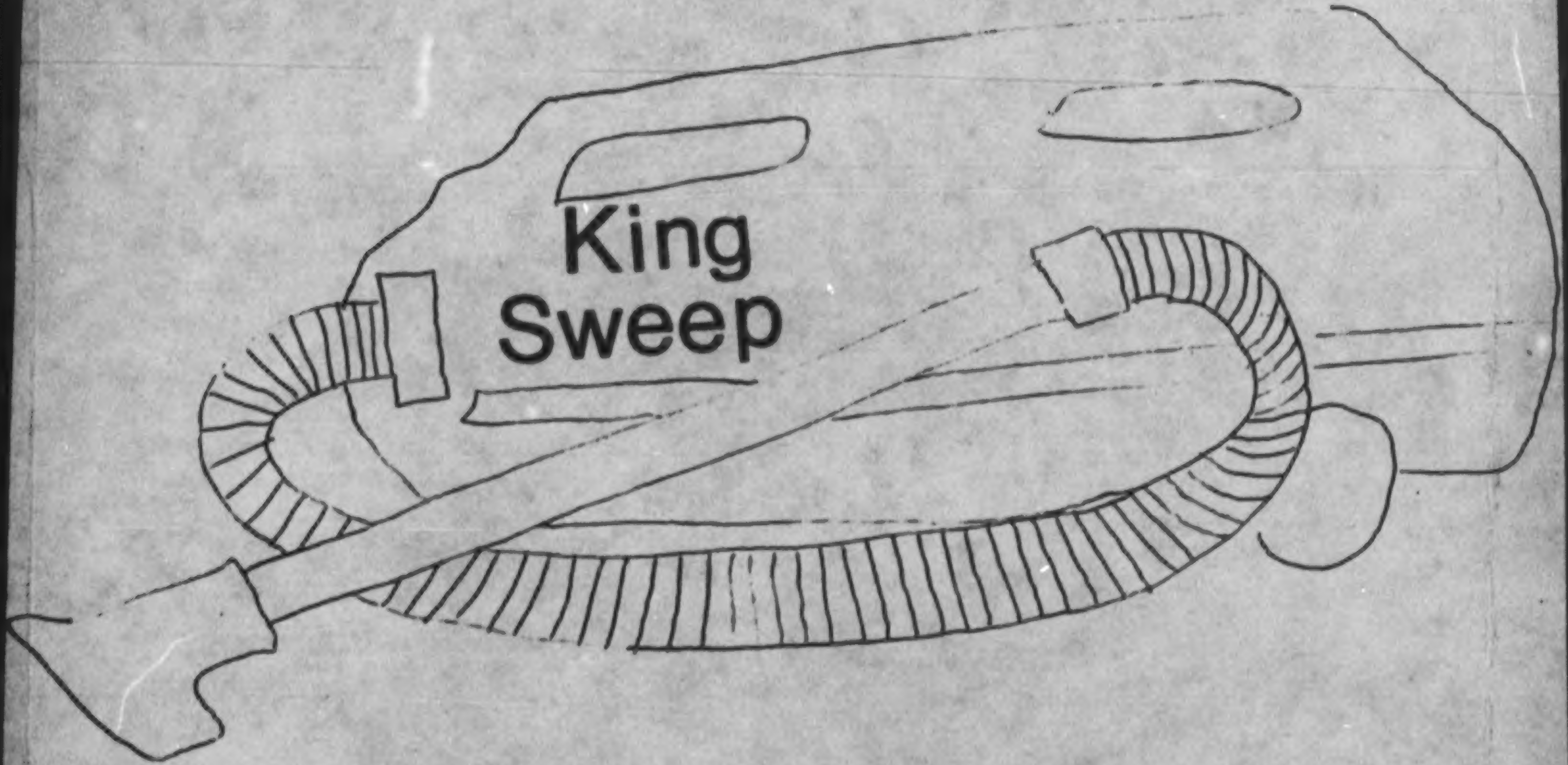
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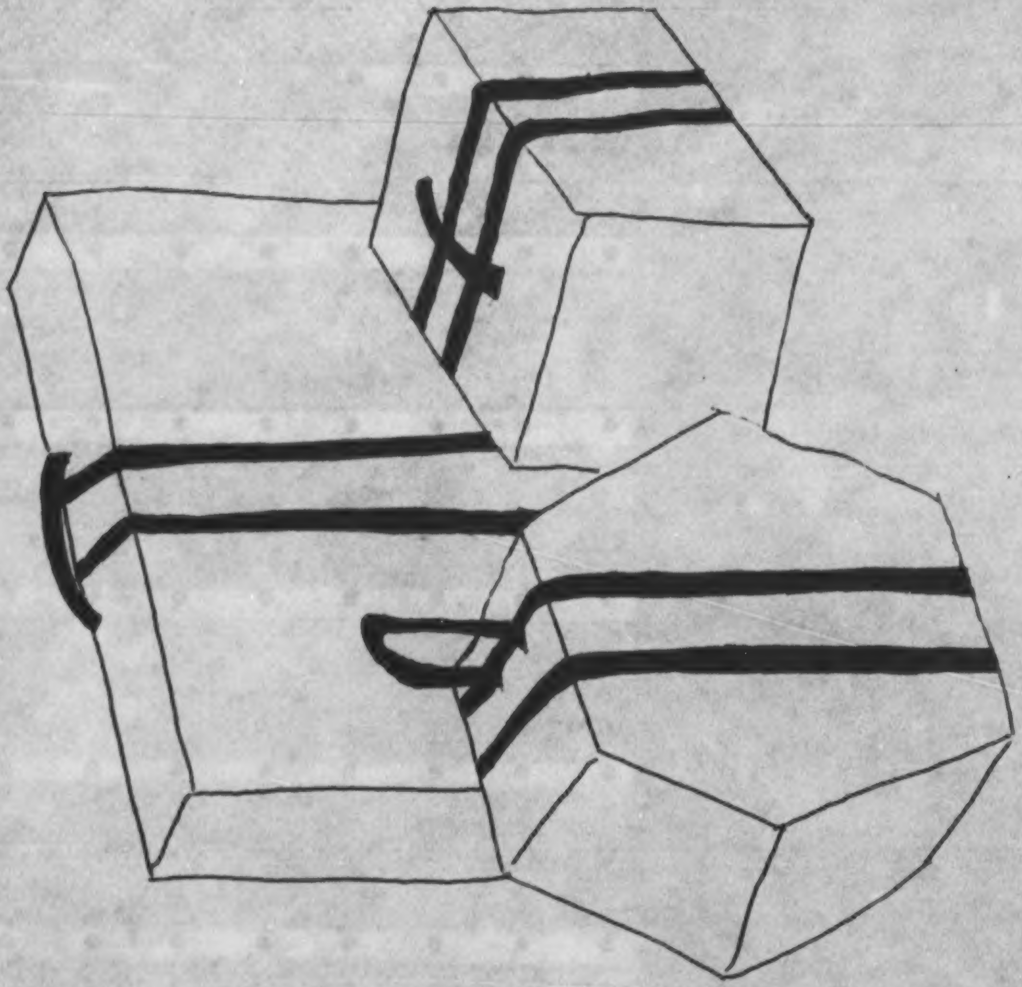

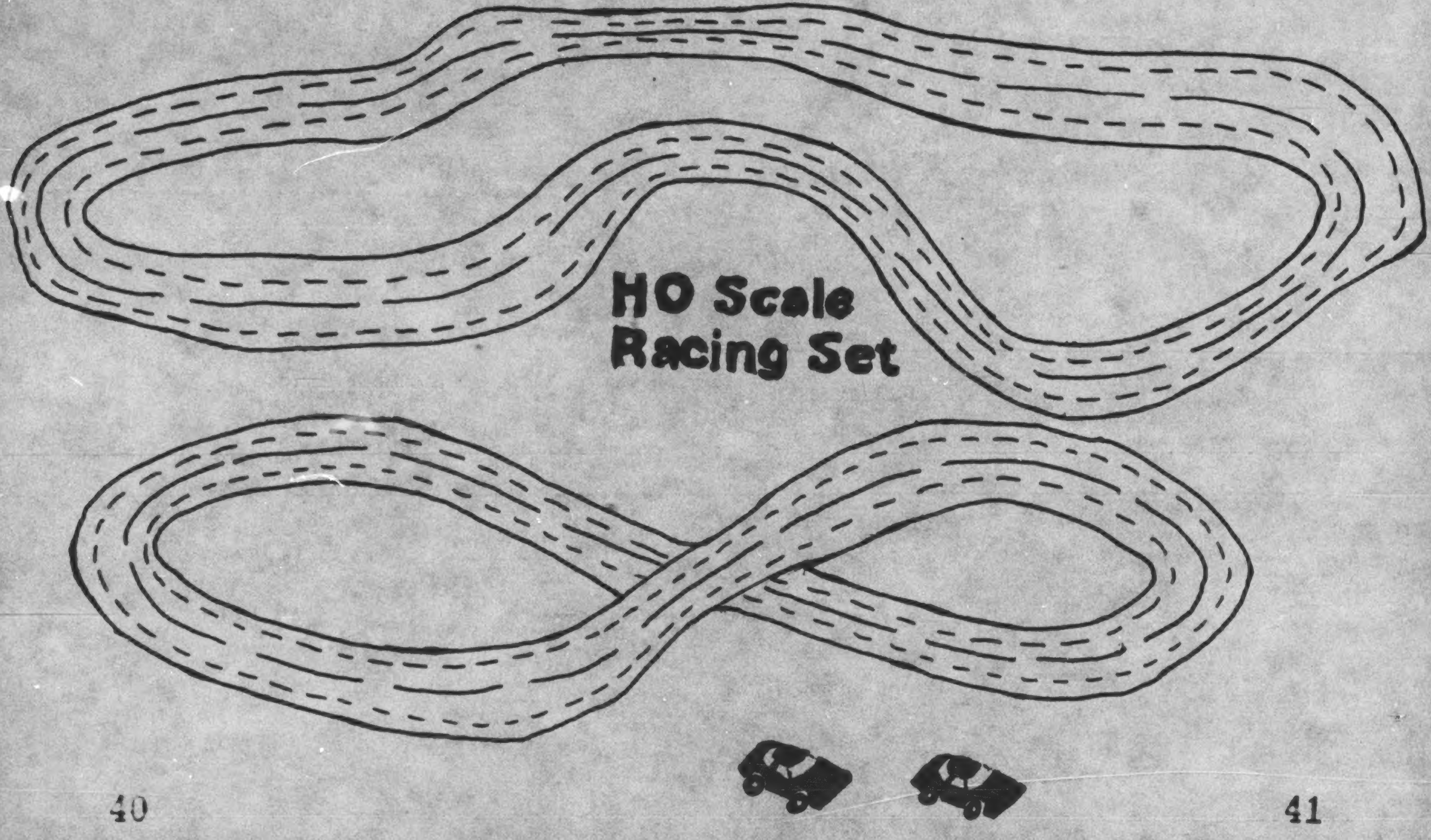
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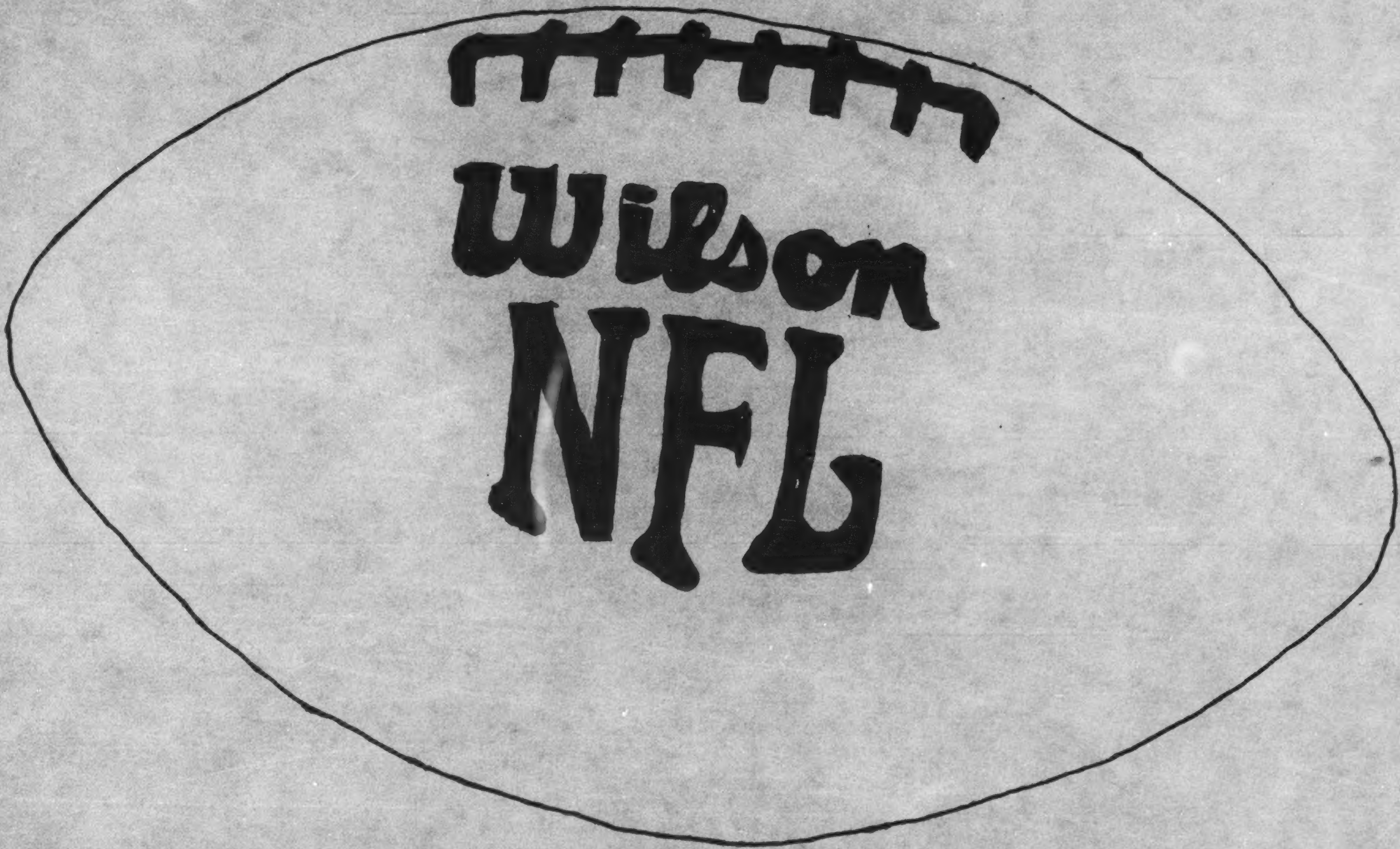
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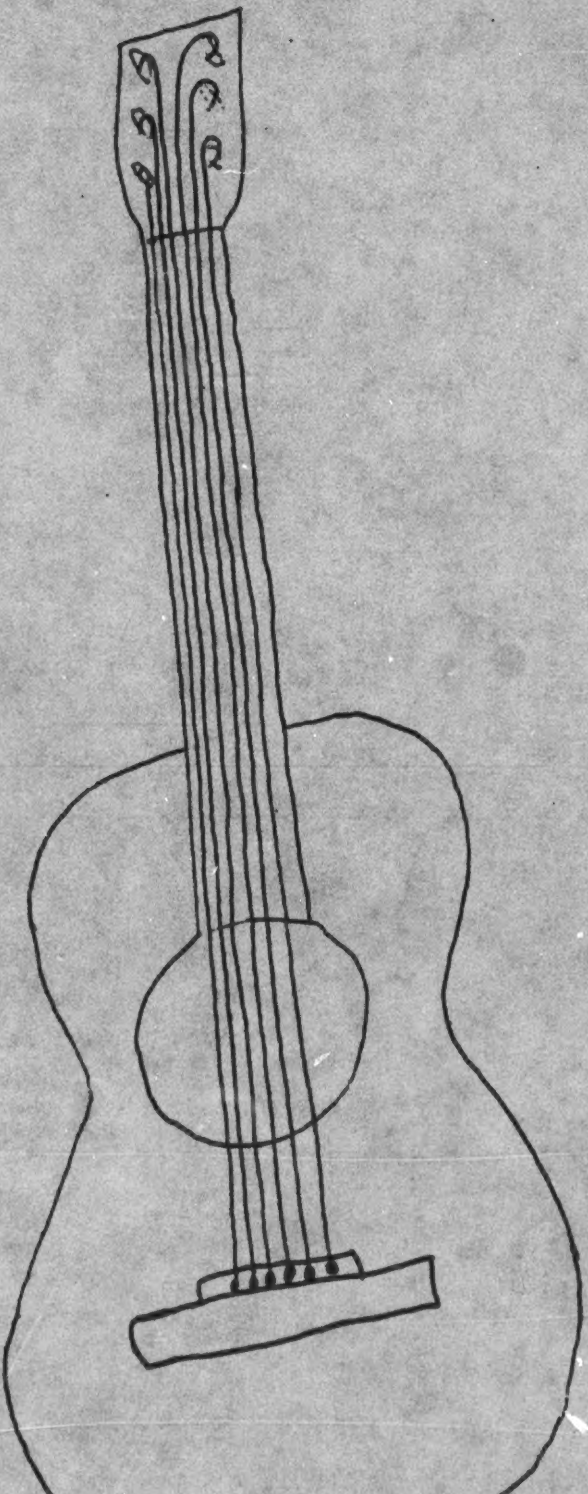

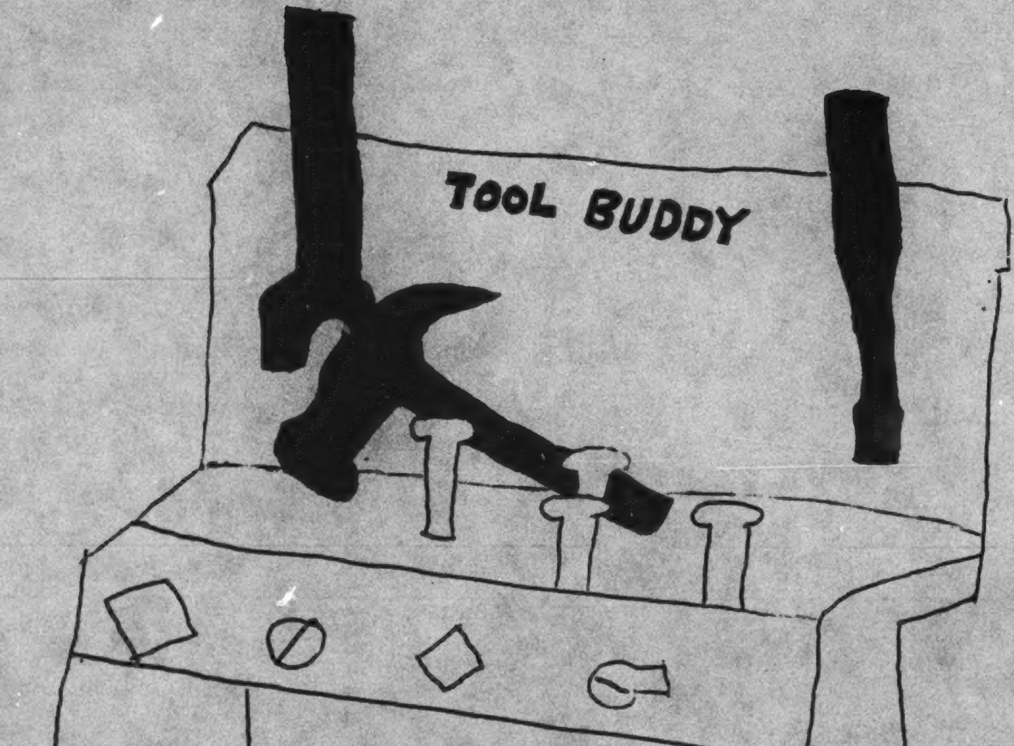
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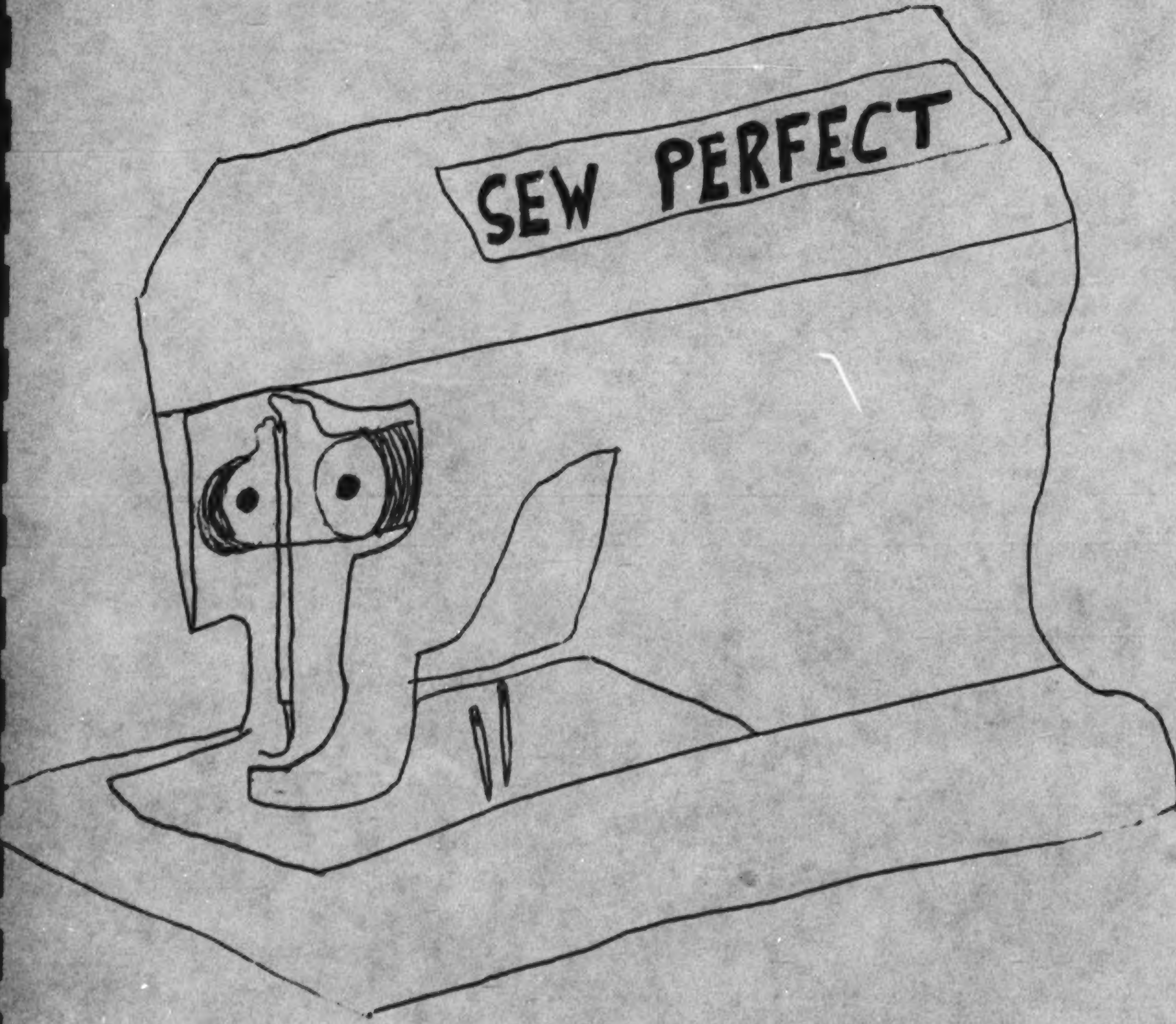
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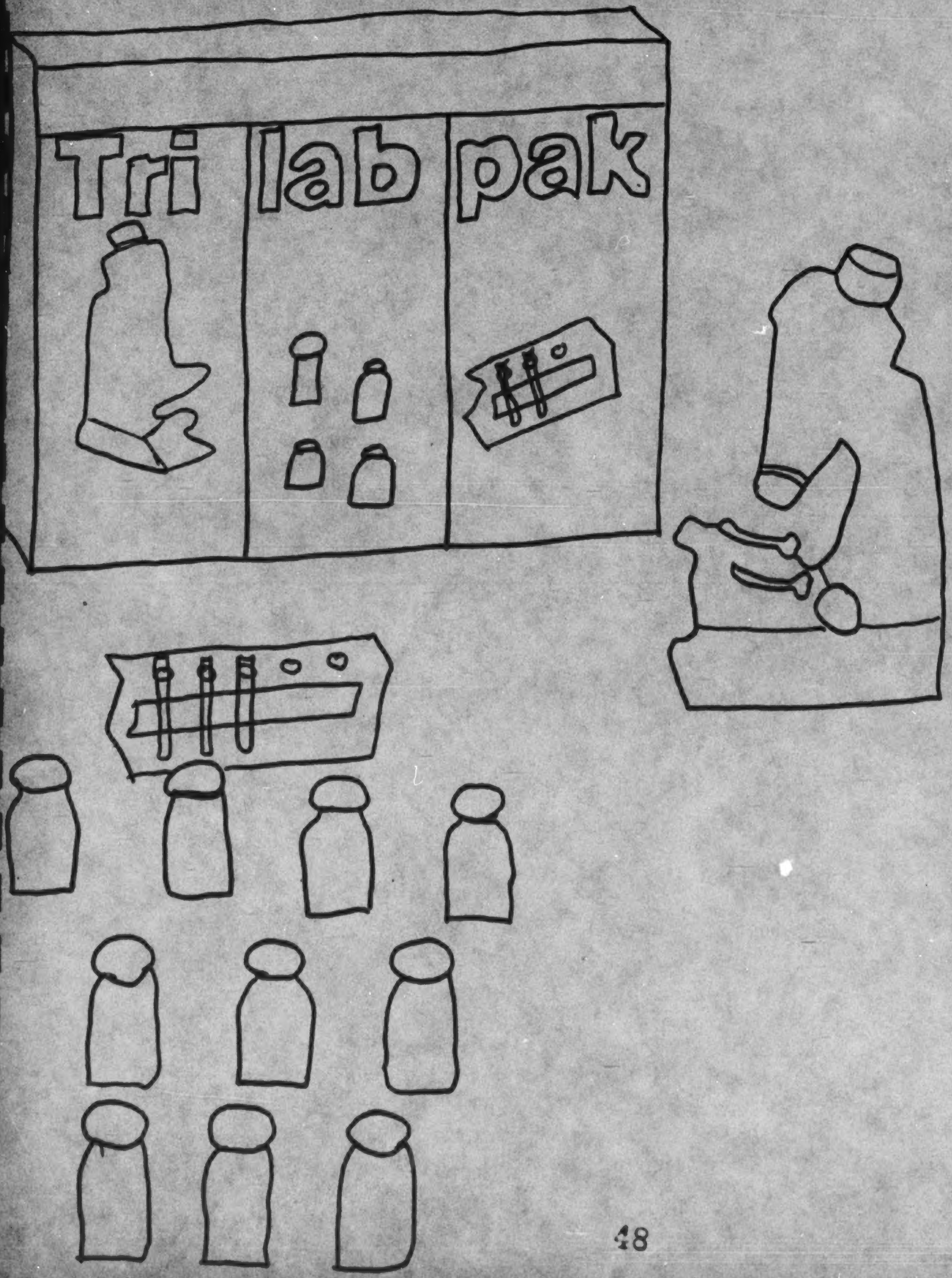
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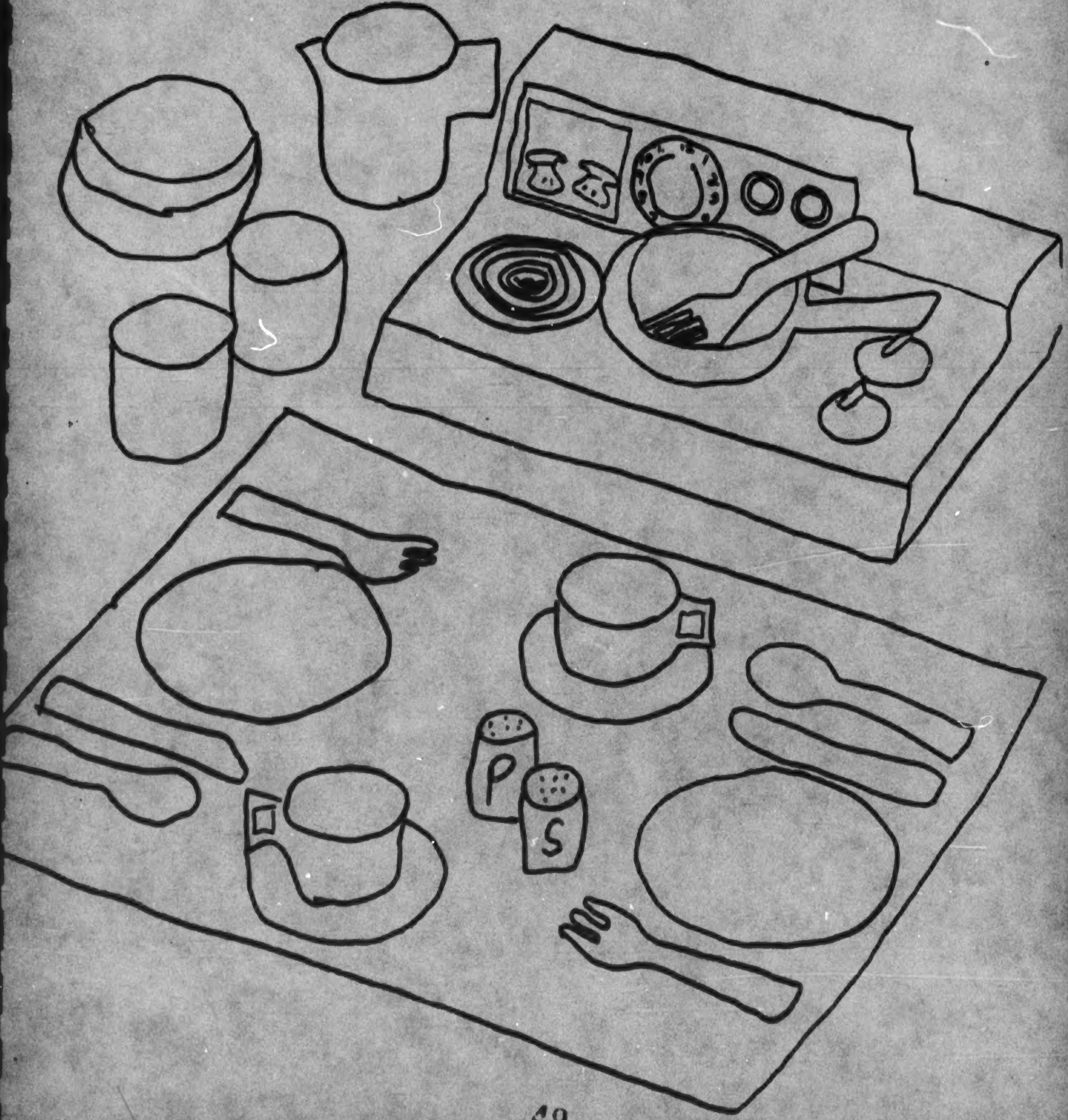
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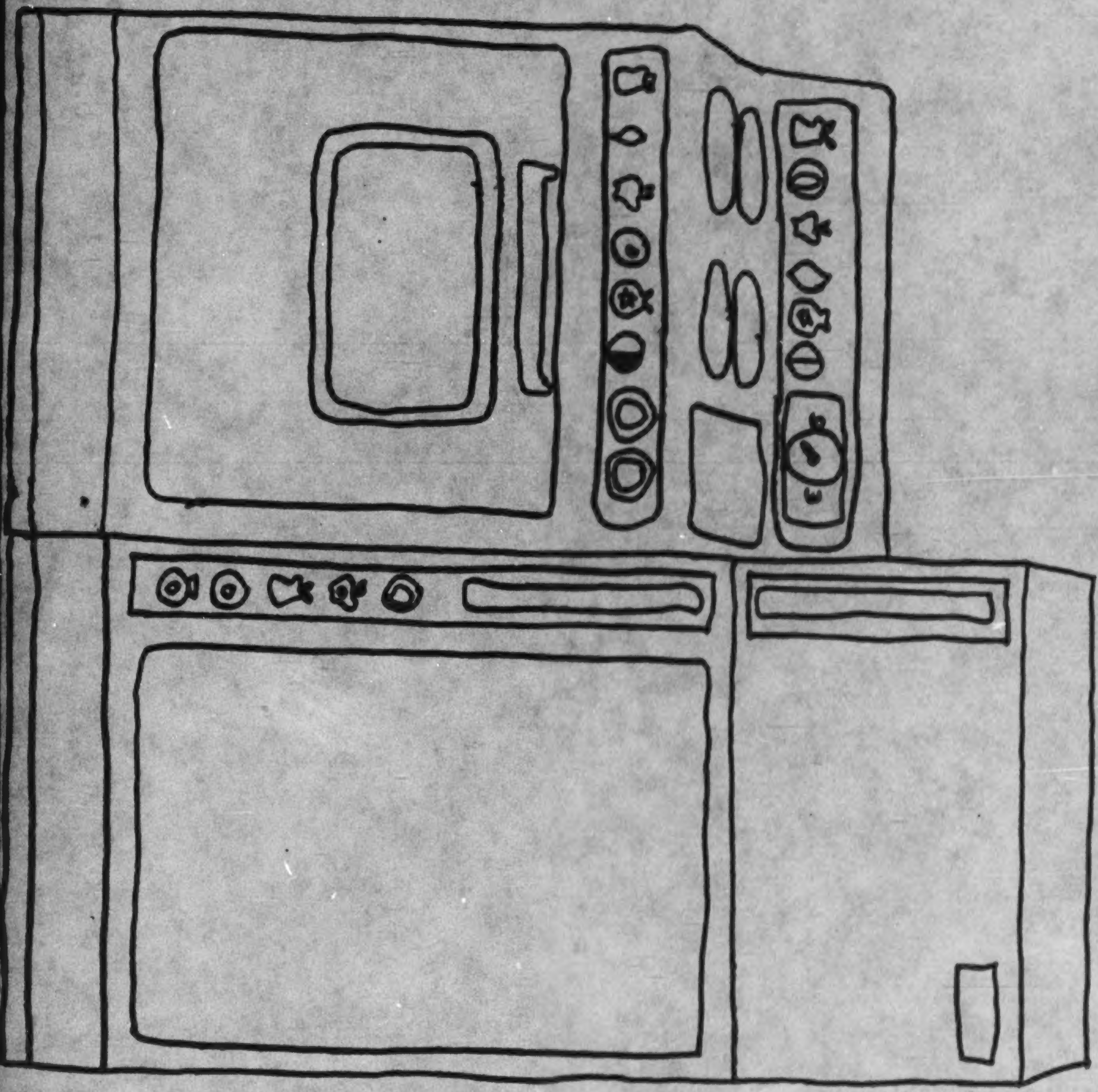

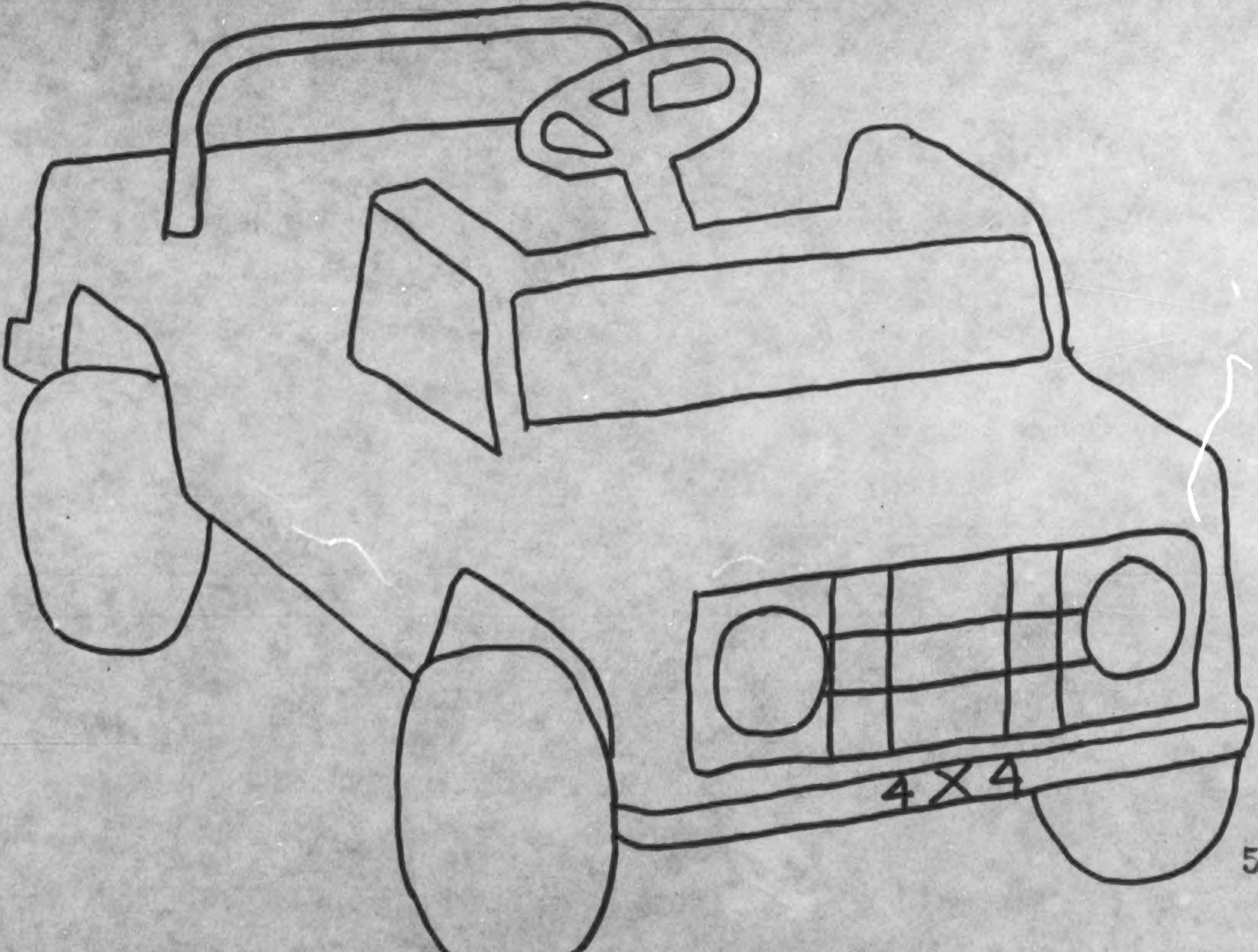
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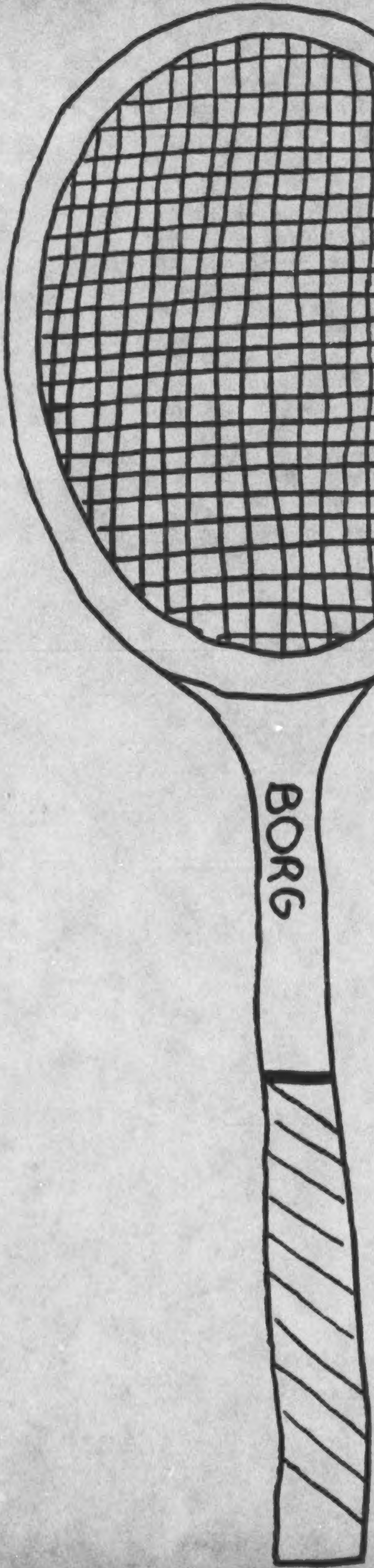
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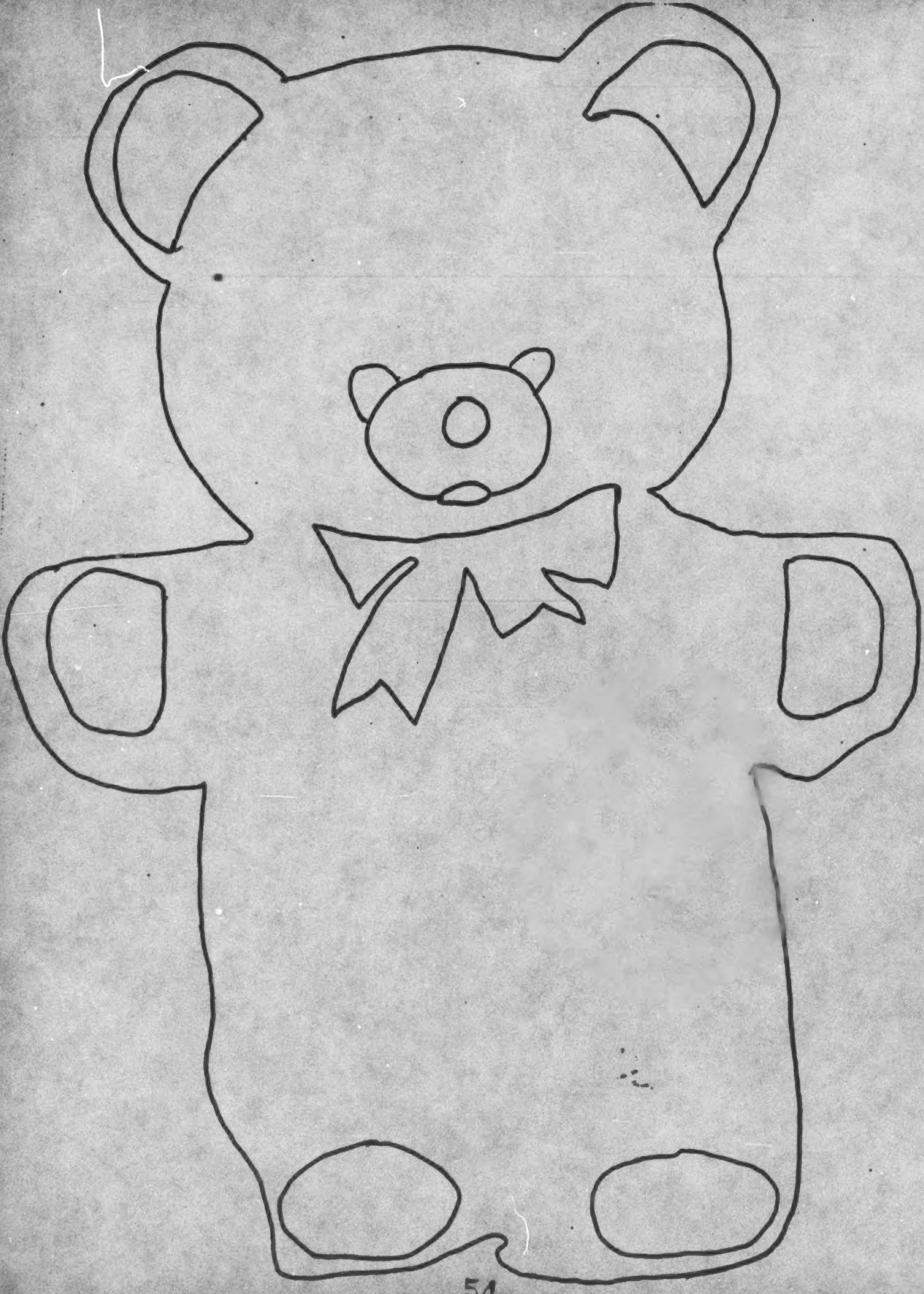
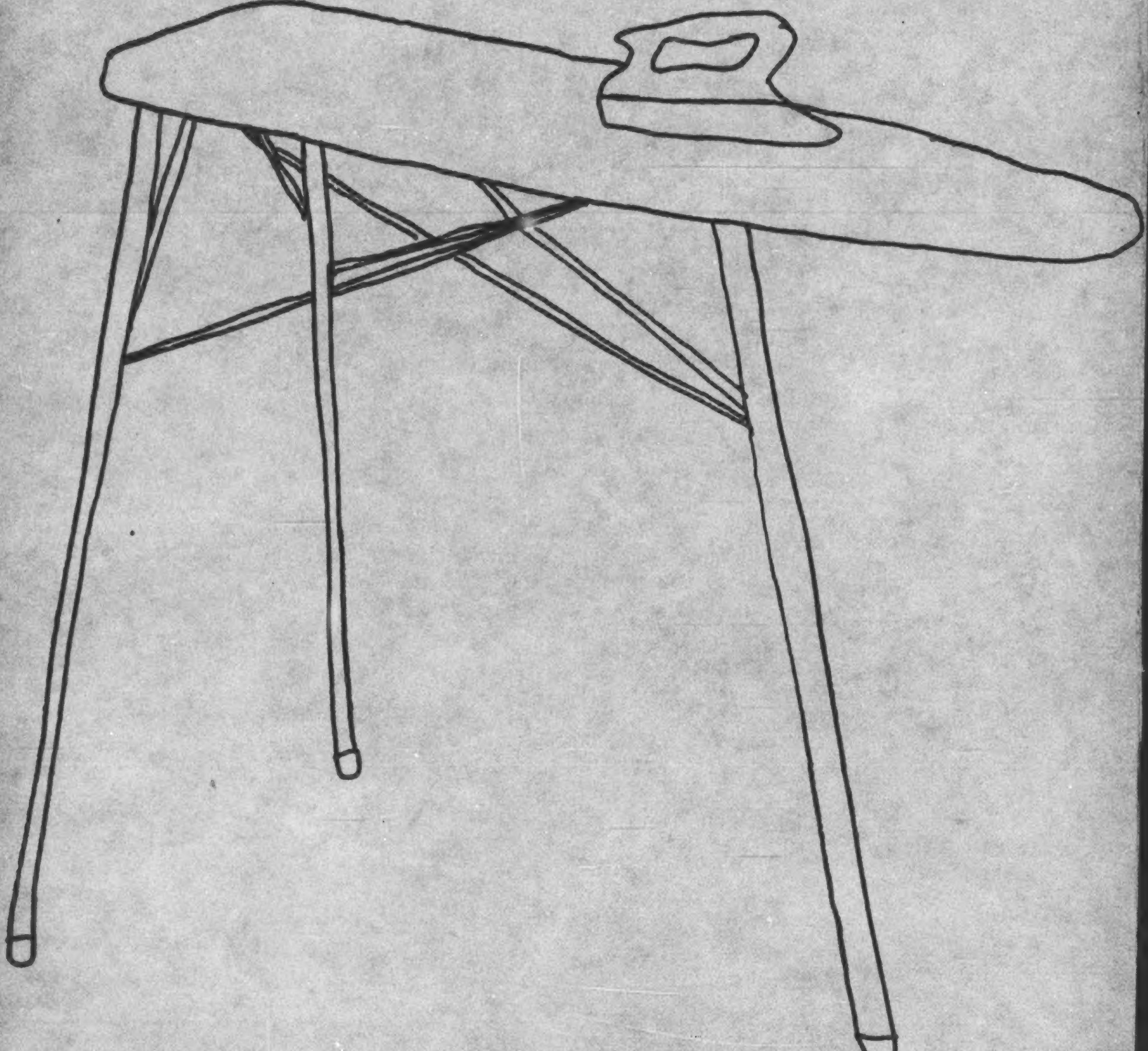
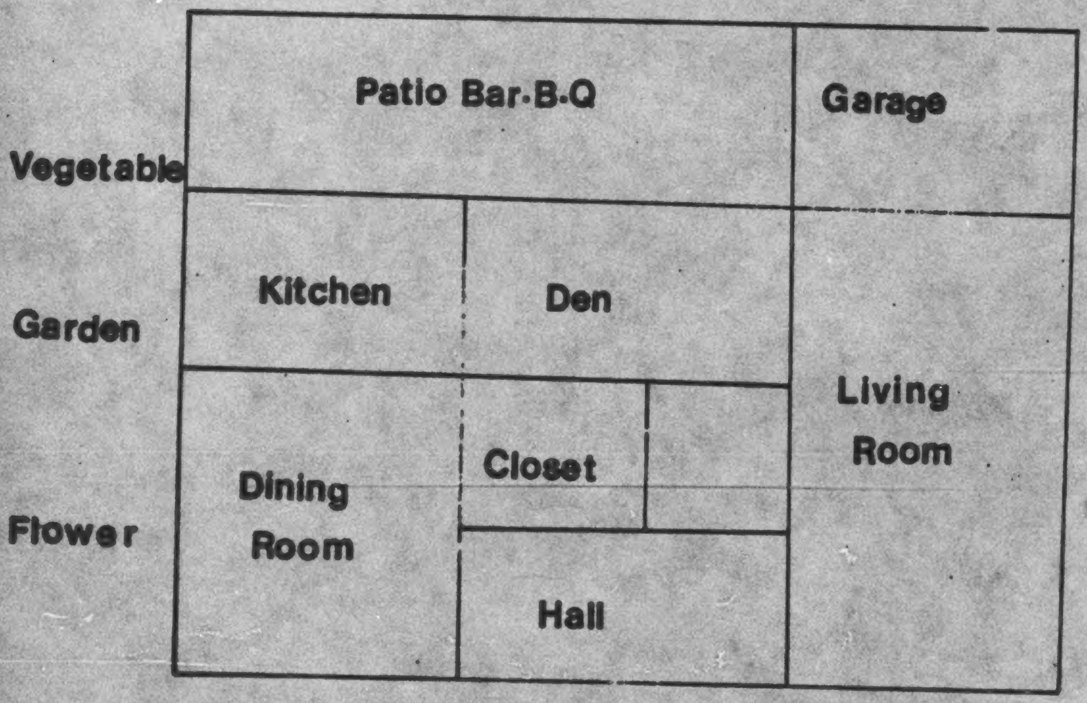




Exercise #4

House Plan

This exercise is short but effective. Sketch the house plan as shown on a blackboard or chart. Ask the students to identify the space as basically masculine or feminine. Not all will agree. However, as they discuss it everyone becomes aware of the ways in which we even identify space as "belonging" to one sex or another.


Patio Bar-B-Q
Garage
Vegetable
Garden
Flower
Kitchen
Den
Living Room
Closet
Dining Room
Hall

*Reprinted by permission from Fort Wayne Women's Bureau, Opening Trade Barriers.

School Jobs

*1. Getting a chair for a speaker.

*2. Moving classroom furniture.

*3. Watering plants.

4. Carrying books to the office.

5. Helping teacher with some sewing for play costumes.

6. Painting classroom lockers.

7. Helping gym teacher move "hurdles" for track practice in gym class.

8. General cleaning around classroom--dusting, cleaning sink, sweeping, etc.

9. Helping to change light bulb while janitor is not available.

10. Preparing science equipment for tomorrow's lab.

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*Adapted from "Sex-role Awareness Tools," developed by the Fort Wayne Women's Bureau

Answer Sheet for Textbooks

For each lesson, unit, story, or book, please answer the following questions.

1. Are girls in as many photographs as boys?
2. Who is shown making discoveries, being creative, being adventurous or making important decisions?
   Boys? Girls? Both?
3. What type of activities are the girls shown doing?
4. What type of activities are the boys shown doing?
5. How many boys are the center of attractions in the stories?
6. How many girls are the center of attraction in the stories?
7. What kinds of games do girls play?
8. What kinds of games do boys play?
9. How are girls dressed?
10. How are boys dressed?
11. Who is portrayed as being the smartest?
12. Who is the most independent?
13. Who is the most dependent?
14. Are there more males than females portrayed in history?

Answer Sheet for Ads

1. List 3 advertisements that show cleaning products.
   (laundry or dish detergent, cleanser, polish, wax, etc.)

2. List 3 advertisements that show tools or building equipment.
   (hammer, screwdriver, bulldozer, etc.)

3. List 3 advertisements that show vehicles used for transportation.
   (car, motorcycle, bus, etc.)

4. List 3 advertisements that show appliances for the home.
   (refrigerator, washer, dryer, etc.)

5. List 3 advertisements that show products to be used for entertainment.
   (T.V., radio, stereo, etc.)

6. Which advertisements mainly had men in the pictures?

7. Which advertisements mainly had women in the pictures?

8. Which advertisements had men and women in the pictures?

9. Why do you think that certain advertisements show mainly women in the pictures?

10. Why do you think that certain advertisements show mainly men in the pictures?

11. Which products that had mainly men in the pictures do you think would
    be appropriate for a woman? Why?

12. Which products that had mainly women in the pictures do you think would
    be appropriate for a man? Why?

Words That Describe Jobs

Familiar words or phrases:	New or Better Words:
1. Policeman	1. Officer, police, law enforcement officer
2. Fireman	2.
3. Congressman	3.
4. Mailman	4.
5. Metermaid	5.
6. Lady doctor	6.
7. Lady pilot	7.
8. Stewardess	8.
9. Chairman	9.
10. Lady principal	10.
11. Businessman	11.
12. Doorman	12.
13. Bellboy	13.

POSSIBLE ANSWERS FOR "WORDS THAT DESCRIBE JOBS"

1. Officer, police, law enforcement officer
2. Firefighter
3. Member of Congress, Congress person
4. mail carrier
5. Meter checker
6. Doctor
7. Pilot
8. Flight attendant
9. Chair, chair person
10. Principal
11. Business men and women.
12. Door attendant
13. Luggage attendant, luggage carrier

"What's Wrong with this Phrase?"

Typical Phrases:	New or better phrases:
1. The Black man in history	1. Black people in history
2. Lady	2.
3. Mankind	3.
4. The President and his wife	4.
5. The President's wife	5.
6. The little woman	6.
7. The common man	7.
8. Man discovered fire	8.
9. The lovely and demure Mrs. Fremont	9.
10. Margaret Chase Smith was an excellent woman senator	10.
11. Harriet Tubman did what few people - men or women - could do	11.
12. Old maid	12.
13. ERA was supported by the wife of President Ford	13.
14. Frenchmen throughout history	14.
15. American society today allows women many privileges	15.

ANSWERS FOR "WHAT'S WRONG WITH THIS PHRASE?"

1. Black people in history
2. Woman
3. Humankind, humanity
4. Harry and Bess Truman, the President and Mrs. Truman
5. Bess Truman
6. Woman
7. Ordinary people
8. People discovered fire
9. Mrs. Fremont
10. Margaret Chase Smith was an excellent senator
11. Harriet Tubman did what few people could do
12. Single woman
13. Betty Ford supported the ERA
14. Throughout history, the French
15. Women in American society today have many privileges

NURSE

TEACHER

65

66

MUSICIAN

67

68

SOCIAL
WORKER

POLICE

OFFICER

71

72

SALES

PERSON

MAIL

CARRIER

SECRETARY

TRUCK
DRIVER

NEWSPAPER

REPORTER

BUSINESS

FIR

FIGH

RE

HTER

MECHANIC

WELDER

LAWYER

91

92

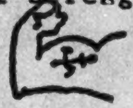
CARPENTER

PLUMBER

DOCTOR

I NEVER THOUGHT OF IT THAT WAY

People say that women can't handle men's work or don't feel comfortable working with men. But if you think about this.....

	men's jobs require	many women
A.	**Physical strength** 	- Lift heavy furniture - Carry children - Carry loaded shopping bags - What else?________
B.	**Getting dirty, grubby, or greasy** 	- Clean ovens, stove tops, floors - Cut up and prepare oily foods - Cultivate house plants and gardens - What else?________
C.	**Mechanical skills** 	- Drive cars - Follow road maps - Operate sewing machines - Follow pattern instructions - What else?________
D.	**Mathematical skills**	- Follow cooking recipes - Keep family budgets - Find bargain prices - What else?________
E.	**Getting along with men** 	- Take coed classes - Enjoy football, baseball, and other sporting events - Work with men in restaurants, factories, hospitals - What else?________
F.	**Working outside** 	- Spend hours outdoors in playgrounds with children - Enjoy hiking, tennis, and other fresh air activities - Work as school or traffic guards - What else?________

*Reprinted with permission from Opening Trade Barriers: A Training Blueprint, Fort Wayne Women's Bureau.

I NEVER THOUGHT OF IT THAT WAY - PART II

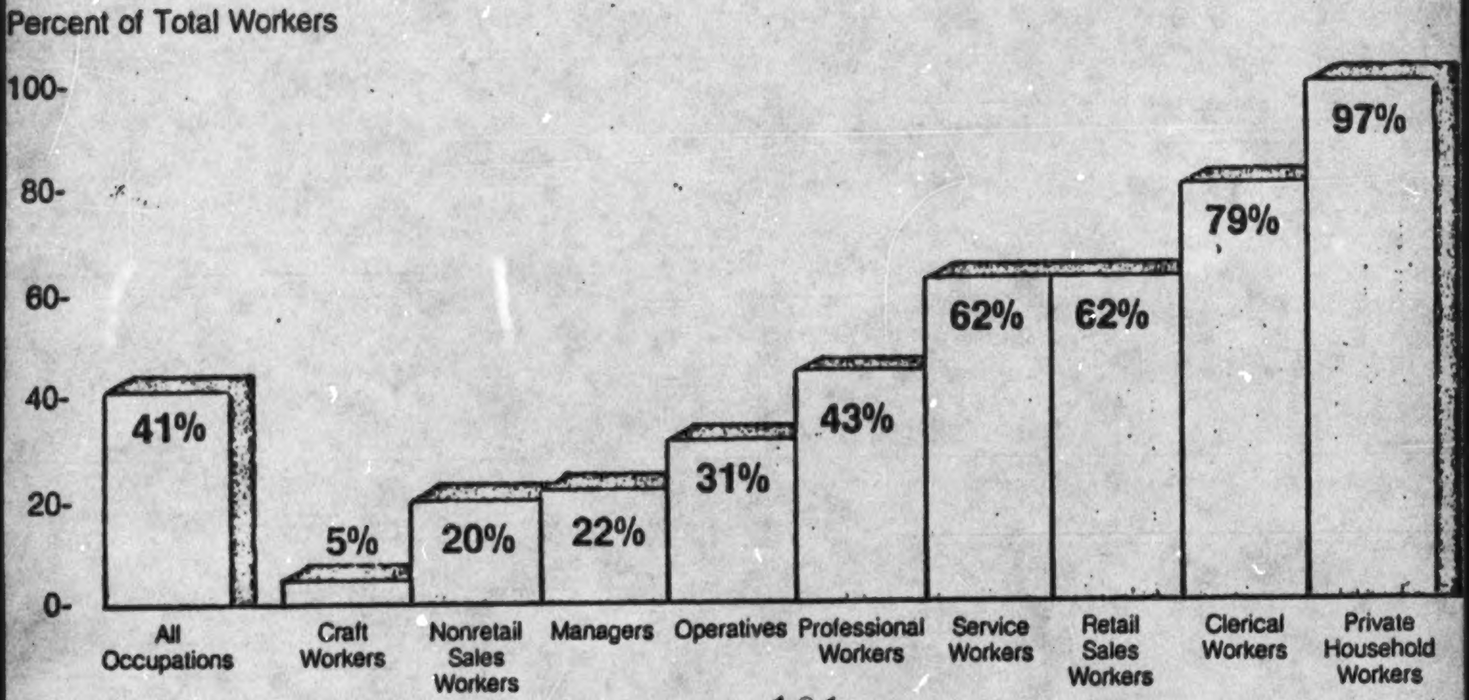
****

People say that men can't handle women's work or don't feel comfortable working with women. But if you think about this...

****

WOMEN'S JOBS REQUIRE	MANY MEN
A. Compassion, sensitivity, and working well with children	- Teach Sunday School - Are scout leaders - Babysit - What else ______________________ __________________________________ __________________________________
B. Show good appearance by being clean, neat, and well-groomed	- Must have good appearance for executive business position - Must be well-groomed for positions of doctors, lawyers, etc. - What else ______________________ __________________________________ __________________________________
C. Clerical skills of typing, shorthand, filing	- Are shipping clerks who use filing - Were secretaries during the service - What else ______________________ __________________________________ __________________________________
D. Getting along with women	- Take coed classes - Work with women in restaurants, hospitals, factories - What else ______________________ __________________________________ __________________________________
E. Working inside	- Work inside at factories - Executives work inside - What else ______________________ __________________________________ __________________________________

Women Are Underrepresented as Managers and Skilled Craft Workers



Source: Prepared by the Women's Bureau, Office of the Secretary, from 1977 annual averages data published by the Bureau of Labor Statistics, U.S. Department of Labor.

August 1978

ROLE PLAYING STARTERS

Objectives: To realistically face the complications which may arise with non-traditional occupations; to then find equitable solutions.

***Situation A:** A well-trained female over-the-road truck driver has been assigned to drive a 3-5 day trip with a male partner. The wives of some male drivers are picketing the employer.

Method: Select four role players:

1. The female truck driver
2. Her spouse
3. A male truck driver
4. His spouse

To begin, ask the wife of the male driver to voice her objections to the female driver. Some objections could be:

a. Where will you sleep?
b. Will my husband have to do all the work?
c. Are you sure that you can drive a big truck?
d. Are you strong enough to do the work?

***Situation B:** A qualified female firefighter is assigned to firehouse #100. Some wives of male firefighters are complaining to the chief.

Method: Select four role players:

1. Female firefighter
2. Chief
3. Two wives of male firefighters

To begin, ask the wife of a male firefighter to complain to the chief. Some complaints could be:

a. Where will you (she) sleep?
b. Firefighting is a dangerous job. Are you sure a woman can carry her weight and protect my husband?
c. Will she be strong enough to carry people out of burning buildings?

Situation C: A qualified female police officer has been assigned to an all male police station. Some wives of the male officers are complaining to the chief.

Method: Select four role players:

1. Female police officer
2. Police chief
3. Two wives of male officers

Have the wives of the male officers start by complaining to the chief:

a. Is she strong enough for this work?
b. Will she be able to protect my husband if any"rough stuff" starts?
c. Do you really think people will respect her as an officer and do what she says?
d. What have the other male officers said about this; are they willing to work with her?

Situation D: A male elementary school teacher has been hired to teach 1st grade. Some parents are upset and they are complaining to the principal.

Method: Select five role players:

1. Principal
2. Male teacher
3. Three angry parents

Start by having the parents complain to the principal:

a. This man may be a good teacher, but can he provide the love a first grade child needs?
b. He won't be too rough on them will he? I don't want him spanking my child.
c. Men belong in the upper grades. Why did you hire a man for the first grade? That's a woman's place!
d. Even if he's nice, I'm afraid my child won't open up to a man.

Situation E: An experienced female construction worker has been assigned to a job site that is 75 miles away from home. She is the only woman on this particular job, and some of the wives of the male workers are complaining to the supervisor.

Method: Select four role players:

1. Female construction worker
2. Superviser
3. Two wives of male workers

Start out by having the female construction worker complain to the supervisor about the unfair accusations:

a. I have worked with their husbands for years, and there's never been any problems. We're going over there to work; what's the big deal?
b. The wives say that this job is going to be harder, and they are afraid you can't handle the work.
c. If you work overtime, will you come home or stay overnight?
d. How will you take care of your family if you do stay overnight?
e. What does your husband think about all this?

*Situations A and B were taken from the Fort Wayne Women's Bureau's "Opening Trade Barriers, Sex-role Awareness Tools."

SITUATIONS

Objective: To realistically face the complications which may arise with non-traditional occupations; to then find equitable solutions.

***Situation A;** A well-trained female over-the-road truck driver has been assigned to drive a 3-5 day trip with a male partner.

Questions:

1. Do you see any problems arising from the above situation? If so, explain them; if not, explain why not.
2. Suppose the wives of some male drivers were picketing the job site and you were the boss; how would you answer the following questions:
    - a. Where will that woman sleep?
    - b. Will my husband have to do all the work?
    - c. Are you sure that she can drive a big truck?
    - d. Is she strong enough to unload the truck?
    - e. We wouldn't have these problems if you hadn't hired her; why did you hire a woman?

***Situation B:** A qualified female firefighter is assigned to firehouse #100.

Questions:

1. Why do you think the wives are complaining to the chief? Try to give at least 2 possible reasons.
2. If you were one of the wives, would you be objecting? Why or why not?
3. If you were the chief, how would you answer the following questions:
    - a. Chief, firefighting is a dangerous job. Are you sure a woman can "carry her weight" and protect my husband?
    - b. Will she be strong enough to carry people out of burning buildings?

Situation C: A qualified female police officer has been assigned to an all male police station.

Questions:

1. Why do you think the wives are upset about a woman being a police officer? Try to give 2 reasons.
2. If you were one of the wives, would you be upset? Why or why not?
3. Pretend you are the chief. How would you answer these questions:
    - a. Is she strong enough for this work?
    - b. Will she be able to protect my husband if any "rough stuff" starts?
    - c. Do you really think people will respect her as an officer and do what she says?
    - d. What have the other male officers said about this; are they willing to work with her?

Situation D: A male elementary school teacher has been hired to teach 1st grade.

Questions:
1. Why would parents be upset over a man teaching 1st grade?
2. If you were one of the parents, would you be upset? Why or why not?
3. Can you think of any advantages of having a man teach 1st grade? Try to give 2 advantages.
4. Suppose you are the principal, how would you answer these complaints?

    a. This man may be a good teacher, but can he provide the love a 1st grade child needs?
    b. He won't be too rough on them will he? I don't want him spanking my child.
    c. Men belong in the upper grades. Why did you hire a man for 1st grade? That's a woman's place!
    d. Even if he's nice, I'm afraid my child won't open up to a man.

Situation E: An experienced female construction worker has been assigned to a job site that is 75 miles away from home.

Questions:
1. Why do you think the wives are upset over this situation? Try to give 2 reasons.
2. If you were one of the wives, would you be upset? Why or why not?
3. If you were the supervisor, how would you answer this question from the female construction worker:
   "I have worked with their husbands for years and there has never been any problems. We're going over there to work, so what's the big deal?
4. If you were the female construction worker, how would you answer this question from the supervisor:
   "The wives say that this job is going to be harder, and they are afraid you can't handle the work. I told them that I though you could, but they want to know your answer."
5. Here are some other questions the wives asked the female construction worker. How would you answer them?

    a. If you work overtime, will you come home, or stay overnight?
    b. Where will you sleep?
    c. How will you take care of your family if you stay overnight?
    d. What does your husband think about all this?

*Situations A and B were taken from the Fort Wayne Women's Bureau's "Opening Trade Barriers, Sex Role Awareness Tools."

RESOURCE LIST FOR NON-TRADITIONAL JOBS AND SEX ROLE STEREOTYPING

Compiled by

Richard Tate, Education Coordinator

Project NEW

RESOURCE LIST FOR NON-TRADITIONAL JOBS
AND SEX ROLE STEREOTYPING

Codes for Locating Material

The following codes are to be used for locating the materials. Use these codes unless the address is given with the materials.

BAT - Bureau of Apprenticeship and Training
USDOL
46 East Ohio Street
Indianapolis, IN 46204

ETA/RTI - Employment and Training Administration
Regional Training Institute
230 South Dearborn, 6th Floor
Chicago, IL 60604

FN - Feminists Northwest
5038 Nicklas Place N.E.
Seattle, WA 98105
Telephone: (206) 524-4973

FWWBI - Fort Wayne Women's Bureau, Inc
Suites 307-315
203 W. Wayne Street
Fort Wayne, IN 46802
Telephone: (219) 424-7977

ICRC - Indiana Career Resource Center
1201-09 South Greenlawn Avenue
South Bend, IN 46615

IUAVC - Indiana University Audio-Visual Center
Bloomington, IN 47405
Telephone: (812) 337-2103

VES - Vocational Education Services
ICMC/VEIS
840 State Road 46 Bypass
Room 111
Indiana University
Bloomington, IN 47401

WB - For a single free copy:
Women's Bureau
U.S. Department of Labor
200 Constitution Avenue
Washington, D.C. 20210

or

Women's Bureau
U.S. Department of Labor
230 South Dearborn, 10th Floor
Chicago, IL 60604

For multiple copies with charge:

Superintendent of Documents
U.S. Government Printing Office
Washington, D.C. 20402

Codes For Describing Material

p	Primary - first, second, and third grade level
i	Intermediate - fourth and fifth grade level
ms	Middle School - sixth, seventh, and eighth grade level
hs	High School - ninth, tenth, eleventh, twelfth grade level
psa	Post Secondary Adults
ed	Educators
gu	Guidance Counselors

These codes are used when provided by the publisher.

BOOKS

AGAIN AT THE LOOKING GLASS
ms,hs, $2.50
Language arts curriculum suggestions for combatting sexism; sections on language, literature, autobiography, and media.
Contact: FN

BLUE COLLAR JOBS FOR WOMEN
Muriel Lederer, 1978, $7.95
Contact: E.P. Dutton
2 Park Avenue
New York, New York 10016

CONVERSATIONS
Terry Wetherby, Editor, Les Femmes Publishing, 1977 ms,hs, $4.95
Working women talk about doing a "man's job."
Contact: Terry Wetherby, Editor
Les Femmes Publishing
231 Adrian Road
Millbrae, CA 94030

FORTUNE TELLING: A PROGRAM FOR GIRLS ABOUT WOMEN, WORK, AND NON-TRADITIONAL OCCUPATIONS
Boston Young Women's Christian Association, 1977, ms,hs,psa,ed
This book is designed to interest girls in their working futures and to help them improve their employment prospects. It includes information on setting up program guidelines for participants and a student handbook.
Contact: ICRC

HELP WANTED: SEXISM IN CAREER EDUCATIONAL MATERIALS
EPIE Institute, Women on Words and Images, 1975 ed
This book describes from research the rampant sex bias and stereotyping in commercially prepared career education media. A bibliography of sex-fair media is contained within.
Contact: ICRC

HOW TO GO TO WORK WHEN YOUR HUSBAND IS AGAINST IT, YOUR CHILDREN AREN'T OLD ENOUGH, AND THERE'S NOTHING YOU CAN DO ANYHOW
Felice N. Schwartz et. al, Simon and Schuster, 1972 psa
This book is for the educated wife and mother who feels, who knows, that she is underemployed; the woman who wants to lead a full life and make a contribution outside her home as well as within it - but who wonders if she should, if she can.
Contact: ICRC

I CAN BE ANYTHING: CAREERS AND COLLEGES FOR YOUNG WOMEN
Joyce Slayton Mitchell, College Entrance Examination Board, 1978, hs,psa
Designed solely for women, this book provides a candid look at 108 different careers, including on-the-job interviews with women from every part of the country.
Contact: ICRC

BOOKS

I CAN BE ANYTHING YOU CAN BE
Joel Rothman, Scroll Press, Inc., 1973, p
"I can be anything you can be," says the little girl in this story to the little boy. "No you can't," he counters, and off the story goes with gay and whimsical illustrations and bright text on a series of activities in which the girl proves quite adequately that she can do just as well as the boys...if not better.
Contact: ICRC

THE MASCULINE FOCUS IN HOME ECONOMICS
Judy Dowell and Bonnie Greenwood, ERIC, 1975, ms,hs,ed
This document explores what home economics has to offer young men and provides information useful in establishing and implementing a curriculum to meet the needs of today's adolescent male.
Contact: ICRC

NELLIE BLY, REPORTER
Nina Brown Baker, Child's Play, 1956, i
The career of the crusading female reporter is traced in this fast-moving biography.
Contact: ICRC

NEW CAREER OPTIONS: A WOMAN'S GUIDE
hs,psa
This volume describes attitudes women have about themselves that get in the way of finding good work opportunities. It also discusses solutions to various aspects of planning a career, schooling, or getting a job.
Contact: ICRC

NEW CAREER OPTIONS FOR WOMEN: A SELECTED ANNOTATED BIBLIOGRAPHY
ed
This book describes in brief form selected research studies and related documents, most published since 1970.
Contact: ICRC

THE NEW FEMINISM
Lucy Komisar, Franklin Watts, Inc.,1971, psa
Some of the issues dealt within this book are: 1.) beginnings of the concepts of masculinity and femininity; 2.) what does it mean to be born a female; 3) view of women throughout history; 4.) the subtle and blatant forms of discrimination women face.
Contact: ICRC

THE NIGHT DADDY
Maria Gripe, Child's Play, 1971, i
Julia and the man who babysits for her while her mother is at work tell the reader the growth of their warm and understanding friendship.
Contact: ICRC

NONSEXIST CURRICULAR MATERIALS FOR ELEMENTARY SCHOOLS
Laurie Olsen Johnson (ed.). The Feminist Press, 1974, p,i,ed
This book meets the needs of people beginning to deal with sexism in the elementary school. Many of the materials included have been developed by teachers for use in their classrooms.
Contact: ICRC

BOOKS

NON-TRADITIONAL CAREERS FOR WOMEN

Sarah Splaver, Julian Messner, 1973, ms,hs,psa

This book covers more that 500 non-traditional occupations which offer employment opportunities for women.

Contact: ICRC

OCCUPATIONAL OUTLOOK HANDBOOK

1980-81 edition, $8.00

Contact: Bureau of Labor Statistics
U.S. Department of Labor
Bulletin 155
U.S. Government Printing Office
Washington, D.C. 20402

OPENING TRADE BARRIERS: SEX-ROLE AWARENESS TOOLS

$3.50

A guide for educators addressing sex-role stereotyping as it relates to career choice. For use with grades 6-12.

Contact: FWWB

OPENING TRADE BARRIERS: A TRAINING BLUEPRINT

$9.50

This book is designed to provide employment trainers and instructors with educational materials which can be used to prepare young women to enter apprenticeship or advanced training programs in the skilled trades.

Contact: FWWB

PLANNING AHEAD FOR THE WORLD OF WORK

Louise Vetter, Barbara J. Sethney, the Center for Vocational Education, 1971
hs,psa,ed

This teachers manual and student materials will aid girls in considering future alternatives in terms of labor force participation and adult female roles. The student materials consist of questions about working women and working in general. Transparencies are included. The teacher's manual lists many books that could be read by the student as well as audio-visual aids the teacher could use with this unit.

Contact: ICRC

PLANNING AHEAD FOR THE WORLD OF WORK

The Center for Vocational Education, 1974, ms,hs,ed

Included in this curriculum unit are a teacher's manual, student materials, and transparency masters. It is designed to aid girls in considering future alternatives in terms of labor force participation and adult female roles.

Contact: ICRC

SUGAR AND SPICE IS NOT THE ANSWER

Louise Vetter et al., The Center for Vocational Education, 1977, psa

This book is about how our children's career options are limited by sex stereotyping, why it is important that they not be limited, and what parents can do about it.

Contact: ICRC

BOOKS

UNDOING SEX STEREOTYPES
Marcia Guttentag and Helen Bray, McGraw Hill Book Company, 1976, ed
What can be done to make a classroom nonsexist? What works in helping students adopt non-stereotyped views? With the aim of answering these questions, a research team headed by the authors and funded by the Ford Foundation conducted the first major field survey and intervention program for changing sex-role stereotyping in children.
Contact: ICRC

WHAT CAN SHE BE? (SERIES)
Gloria and Esther Goldreich, Lothrop, Lee and Shephard Company, 1974, p
These books contain simple text and lively pictures which arouse interest in the career upon which they focus. An attempt is made to answer the "what would it be like to be a_____?" question. Occupations include architect, lawyer, newscaster, police officer, and veterinarian.
Contact: ICRC

WOMEN AND THE WORLD OF WORK
Richard J. Thoni et al., ERIC, 1972, hs,ed
This booklet helps the student examine the significance of women and their relation to the world of work through the use of enabling objectives and related learning experiences.
Contact: ICRC

WOMEN IN NON-TRADITIONAL OCCUPATIONS - A BIBLIOGRAPHY
U.S. Office of Education/Bureau of Occupational and Adult Education, 1976, psa,ed
Intended as a reference document, this annotated bibliography has been designed for use by vocational education directors at the state level, vocational education teachers, planning personnel and researchers, women's action and employment placement groups, employers, and unions. Its primary focus is the experiences of women within those occupations traditionally considered to be men's jobs.
Contact: ICRC

WOMEN IN SCIENCE AND TECHNOLOGIES: CAREERS FOR TODAY AND TOMORROW
The American Testing Program, 1976, psa
This booklet explores some of the growing career opportunities for women in science and technology.
Contact: ICRC

WOMEN THEMSELVES
Johanna Johnston, Child's Play, 1973, ms
This book tells about Abigail Adams, Ernestine Rose, Elizabeth Stanton, Harriet Beecher Stowe, and other American women.
Contact: ICRC

WOMEN'S RIGHTS
Janet Stevenson, Franklin Watts, Inc., 1972, ms,hs
This book is a history of the women's rights movement.
Contact: ICRC

BOOKS

WOMEN'S WORK: SKILLED TRADES
Project NEW, ms,hs,psa
This book discusses why a woman would want to be a skilled trade worker; what is blue collar work; women in skilled bluecollar jobs; questions and answers; and much more.

Contact: Helene Pizzini, Director
Project NEW
Human Resources Department
City of Bloomington
Box 100, Municipal Building
Bloomington, IN 47402
Telephone: (812) 339-2261 ext. 281

FILMS

ALL ABOUT EVE
Center for Human Resources, University of Houston
About increasing female enrollment in traditionally male courses in high school.
Contact: VES
Card Catalogue Number: AV.03.05

ANYTHING YOU WANT TO BE
9 minutes, black and white
This is an interesting film to begin a discussion on role stereotyping. A girl in high school plans her future and is told she can be anything she wants to be, but, alas, when she plans to be a doctor, she ends up a nurse; when she plans to be a chemist, she ends up pouring baby formula. Everything she expects to be somehow changes into a woman's traditional role.
Contact: Monroe County Public Library
303 East Kirkwood
Bloomington, IN 47401

BEYOND BLACK AND WHITE
28 minutes, color
This film contains forceful arguments for eliminating sex role stereotyping.
Contact: Motivational Media
8271 Melrose Avenue, Suite 204
Los Angeles, CA 90046
Telephone: (213) 653-7291

THE FABLE OF HE AND SHE
10 minutes, color
Animated clay figures act out story demonstrating sex role stereotyping.
Contact: Learning Corporation of America
1350 Avenue of the Americas
New York, New York 10019
Telephone: (212) 397-9330

FAREWELL TO WELFARE
30 minutes, color
Interviews with three WIN women; a truck driver, a picture framer-manager, a machine operator, and their employers.
Contact: R.H.R. Film Media or ETA/RTI - ½ inch videotape
1212 Avenue of the Americas
New York, New York 10036
Telephone: (212) 869-9540

FREEDOM TRAINING
Indiana Career Resource Center
This film was produced with the intent of effecting female and minority enrollment into non-traditional training areas. Students currently enrolled in such programs are interviewed.
Contact: VES
Card Catalogue Number: AV.03.04

FILMS

HEY MOM

Film on women in nontraditional jobs and displaced homemakers.
Contact: ETA/RTI

HOW MANY EVES

15 minutes, color
Dramatizes the problems and attitudes of women in the midmanagement level as they seek to upgrade themselves.
Contact: Walter J. Klein Co., Ltd.
6301 Carmel Road
Charlotte, North Carolina 28211
Telephone: (704) 542-1403

IT'S HER FUTURE

17 minutes, color, film or video cassette, rental: $8.00, $5.00
A media program designed to encourage parents to support actively their daughter's expanded career-exploration and vocational-educational decisions.
Contact: edc/weeap distribution center
55 Chapel Street
Newton, MA 02160

JOBS IN THE CITY

11 minutes, color, i, ms $6.50
Surveys the variety of professions that currently employ women, concluding that there are few occupations that are open to only men. Shows women working as computer programmers, radio and television technicians, doctors, lawyers, teachers, airplane test pilots, social workers, welders, painters, and newspaper printers. Stresses that it is just as important for young girls to think about their future careers as it is for young boys.
Contact: IUAVC
Card Catalogue Number: ESC-1262

KILLING US SOFTLY: ADVERTISING'S IMAGE OF WOMEN

30 minutes, color, Jean Kilbourne, rental: one day, $46.00
Through years of research, Jean Kilbourne has detected psychological and sexual themes that appear in most ad campaigns. With an intriguing mixture of statistics, humor, insight, and outrage, she shows her audience that ads may seem harmless and funny by themselves, but they add up to a powerful form of cultural conditioning.
Contact: Cambridge Documentary Films, Inc.
P.O. Box 385
Cambridge, MA 02139
Telephone: (617) 354-3677

THE LIFE AND TIMES OF ROSIE THE RIVETER

one hour, color, 16mm rental: $65.00
A documentary on working women that incorporates newsreels shown during World War II and interviews of 5 women who worked in factories, doing 'men's jobs' during this time. The film explores the propaganda used by the media to urge women to enter the workforce. After the war ended, the media then changed to painting the terrible consequences that would befall women who continued to work. This story is told by five former "Rosies."
Contact: Clarity Educational Productions, Inc.
P. O. Box 315
Franklin Lakes, NJ 07417

FILMS

LOOKING AT TOMORROW...WHAT WILL YOU CHOOSE?
15 minutes, color, CORNP;CHUH; 1974, i,ms,hs, $9.25
Examines seven young women at their various jobs ranging from bricklayer to congresswoman to explore the wide variety of career opportunities available in today's world. Expresses the need for careful preparation and decision making when choosing a career. Imparts, through the narration of Congresswoman Yvonne Brathwaite-Burke and the other women, the feeling that girls and women can and should aspire to any career they desire.
Contact: IUAVC
Card Catalogue Number: ESC-1587

NEVER UNDERESTIMATE THE POWER OF A WOMAN
15 minutes, color, 1972
A first of its kind, the film disspells damaging myths about women's work capacities and performance in a wide range of non-traditional work settings.
Contact: Bureau of Audio Visual Instruction
P.O. Box 2093
University of Wisconsin
Madison, WI 53701

NEW PERSPECTIVES - WOMEN IN NON-TRADITIONAL JOBS
This film presents interviews with two women (bus driver and shipbuilder) about how they got their jobs and how they feel about them.
Contact: ETA/RTI

OTHER WOMEN, OTHER WORK
20 minutes, color
The rewards and occasional problems of women in traditionally male jobs are expressed by a truck driver, a roof shingler, a pilot, a marine biologist.
Contact: Churchill Films
662 North Robertson Boulevard
Los Angeles, CA 90069

PREJUDICE: CAUSES, CONSEQUENCES, CURES
24 minutes, color
Surveys some recent sociopolitical examples of detrimental stereotyping, showing just how psychologically harmful discrimination can be.
Contact: CRM - McGraw-Hill Films
Del Mar, CA 92014

ROLLOVER
10 minutes, color
This film celebrates women in non-traditional jobs.
Contact: Herstory Films
Box 215
Franklin Lakes, New Jersey 07417

SEX ROLE DEVELOPMENT
23 minutes, color
Shows how we have developed traditional expectations about male and female roles; offers alternative methods of socialization that encourage children to grow up outside of fixed stereotypes.
Contact: CRM - McGraw Hill Films
Del Mar, CA 92014

FILMS

THE SKY'S THE LIMIT (BAT)
25 minutes, color
Apprenticeship agency, employer, union information film depicting women apprentices in non-traditional jobs.
Contact: BAT or ETA/RTI (available on loan)

TWELVE LIKE YOU
25 minutes, color
Twelve working women in both professional and technical nontraditional jobs share their experiences and problems.
Contact: Cally Curtis Company
1111 North Las Palmas Avenue
Hollywood, CA 90038
Telephone: (213) 467-1101

WE ARE WOMEN
33 minutes, color
Provides front line supervisers and all other levels of management with an understanding of the historical, sociological, and psychological background of today's working women.
Contact: Motivational Media
8271 Melrose Avenue, Suite 204
Los Angeles, CA 90046
Telephone: (213) 653-7291

WHEN I GROW UP
Motorola Teleprograms, Inc.
This film demonstrates some of the effects of sex-role stereotyping. Several skits depict realistic events in the school experience of young children.
Contact: VES
Card Catalogue Number: AV.03.63

WHO REMEMBERS MAMA
Film on displaced homemakers.
Contact: ETA/RTI

WHY NOT A WOMAN
26 minutes, color
Documentary on women in blue collar jobs. Details a wide variety of jobs and training now accessible to women. Women in traditionally male occupations are interviewed.
Contact: WB or ETA/RTI

WOMEN IN MANAGEMENT
Contact: ETA/RTI

THE WOMEN'S GAME
30 minutes, color
Dramatizes "new consciousness" in career choice.
Contact: Modern Talking Picture Service, Inc.
Telephone: (216) 621-9469

GAMES AND KITS

JOB FINDING KIT
Carolyn F. Nutter, the Carroll Press, 1975, hs,psa
Included in this kit are employer prospect analysis cards and interview record cards.
Contact: ICRC

SEX FAIRNESS IN CAREER GUIDANCE
Linda B. Stebbins, Abt Publications, 1975
This is a set of self-administered curriculum materials which could be used by counselors and counselor educators to aid in the elimination of sex-role stereotyping and sex bias in the processs of career choice. The kit includes a teacher's guide, cassette, role play cards, and spirit masters. For loan to schools throughout Indiana.
Contact: ICRC

WHATEVER HAPPENED TO DEBBIE KRAFT?
$1.25
An awareness game about job and family choices facing a young woman.
Contact: FN

OTHER PUBLICATIONS

APPRENTICESHIP NOW
1978, single copy free
Contact: Employment and Training Administration
U.S. Department of Labor
Washington, D.C. 20213

APPRENTICESHIP: PAST & PRESENT
1977 revised edition, single copy free
Contact: Employment Training Administration
U.S. Department of Labor
601 D Street, NW
Washington, D.C. 20213

APPRENTICESHIP TRAINING IN THE MACHINIST AND TOOL & DIE MAKER TRADES
1971, single copy free
Contact: U.S. Department of Labor
Manpower Administration
Washington, D.C. 20210

BIBLIOGRAPHY ON WOMEN IN APPRENTICESHIP
1979
Contact: WB

BRICKLAYING - A CAREER OPPORTUNITY IN AMERICA'S BUILDING INDUSTRY
1973, single copy free
Contact: Brick Institute of America, Career Pamphlet
Manpower Development
1750 Old Meadow Road
McLean, VA 22101

BRIEF HIGHLIGHTS OF MAJOR FEDERAL LAWS AND ORDER ON SEX DISCRIMINATION IN EMPLOYMENT
1980
Contact: WB

BUILDING INSTRUCTION AROUND SEX-EQUITY
Developed by Women's Educational Equity Program, 1980
Guide to non-sexist teaching activities, (7-12)
Contact: Northwest Regional Educational Laboratory
710 S.W. Second Avenue
Portland, Oregon 97204

CAN I BE A DRAFTSMAN?
1973, single copy free
Contact: Public Relations Staff
General Motors
Detroit, MI 48202

CAN I GET THE JOB?
1973, single copy free
Contact: Public Relations Staff
General Motors
Detroit, MI 48202

OTHER PUBLICATIONS

CAREERS UNLIMITED: AIR CONDITIONING AND REFRIGERATION
single copy free
Contact: American Society of Heating, Refrigeration, and Air Conditioning
345 East 47th Street
New York, NY 10017

DOING YOUR BEST ON APTITUDE TESTS
1977, single copy free
Contact: U.S. Department of Labor
Manpower Administration
U.S. Government Printing Office
Washington, D.C. 20402

THE EARNINGS GAP BETWEEN WOMEN AND MEN
1979, single copy free
Contact: WB

ERIC CLEARINGHOUSE ON ADULT, CAREER AND VOCATIONAL EDUCATION
A source of much printed information on equity. Documents are available in hard copy or microfiche for a low cost.
Contact: ERIC Clearinghouse on Adult, Career and Vocational Education
1960 Kenny Road
Columbus, Ohio 43210
Telephone: (614) 486-3655

EXPLORING CAREERS
U.S. Department of Labor, 1979
An occupational outlook-type publication for young adolescents.
Contact: WB (Write to the Superintendent of Documents)

FACTS AND FANCIES ABOUT BRICKLAYING
1973, single copy free
Contact: International Masonry Institute
823 15th Street, NW
Washington, D.C. 20005

FULLY EMPLOYED WOMEN CONTINUE TO EARN LESS THAN FULLY EMPLOYED MEN OF EITHER WHITE OR MINORITY RACES
1980, chart
Contact: WB

JANET GUTHRIE
The Texaco Company has materials available regarding Janet Guthrie, such as a biography, pictures, etc.
Contact: Public Relations Office
2000 Westchester Avenue
White Plains, NY 10650

OTHER PUBLICATIONS

HELPING ABLE YOUNG WOMEN TAKE MATH AND SCIENCE SERIOUSLY IN SCHOOL
Patricia Lund Casserly, The College Board, New York, NY, 1979
Contact: Department of Public Instruction
Room 229, State House
Indianapolis, IN 46204
Telephone: (317) 927-0242

HELP WANTED - ROOFER
1970, single copy free
Contact: National Roof Contractors Association
1515 North Harlem Avenue
Oak Park, IL 60302

JOBS FOR WHICH YOU CAN TRAIN THROUGH APPRENTICESHIP
1980, single copy free
Contact: U.S. Department of Labor
Bureau of Labor Statistics, 9th Floor
230 South Dearborn Street
Chicago, IL 60604

JOBS FOR YOU IN INDIANA
1977, single copy free
Contact: Indiana Advisory Council on Vocational Education
17 W. Market Street
Indianapolis, IN 46204

MATCHING PERSONAL & JOB CHARACTERISTICS
1978, single copy free
Contact: Employment and Training Administration
U.S. Department of Labor
Washington, D.C. 20210

MOST WOMEN WORK BECAUSE OF ECONOMIC NEED
1977, chart
Contact: WB

THE NATIONAL APPRENTICESHIP PROGRAM
1980, single copy free
Contact: BAT

NEW REGULATIONS TO HELP OPEN NON-TRADITIONAL JOBS TO WOMEN
1978, single copy free
Contact: WB

NONTRADITIONAL RESOURCES CATALOGUE
1980, Fort Wayne Women's Bureau, Inc., Fort Wayne, IN
Provides a listing of materials relevant to non-traditional careers.
Contact: FWWBI

OTHER PUBLICATIONS

PRIVATE SECTOR CAREER MATERIALS DIRECTORY
1981, single copy free
Contact: Indiana Department of Public Instruction
Career Education
Room 229, State House
Indianapolis, IN 46204

PROGRAMS TO COMBAT STEREOTYPING IN CAREER CHOICE AND ACTIVITIES TO COMBAT STEREOTYPING IN CAREER CHOICE
American Institutes for Research
Contact: American Institutes for Research
P.O. Box 1113
Palo Alto, CA 94302

SEARCHING FOR A JOB IN THE CONSTRUCTION INDUSTRY: SOME TIPS FOR WOMEN
1979
Contact: WB

SELECTING CAREER EDUCATION INSTRUCTIONAL MATERIALS: A COMPREHENSIVE GUIDE
Indiana Department of Public Instruction, 1979
Contact: Indiana Department of Public Instruction
Room 229, State House
Indianapolis, IN 46204
Telephone: (317) 927-0242

SEX STEREOTYPING: ITS DECLINE IN THE SKILLED TRADES
Monthly Labor Review, May, 1974
Contact: WB

STEPS TO ADVANCE EQUAL EMPLOYMENT OPPORTUNITY FOR WOMEN
1975
Contact: WB

STEPS TO OPENING THE SKILLED TRADES TO WOMEN
1974
Contact: WB

TABS - AIDS FOR EQUAL EDUCATION
The Organization for Equal Education of the Sexes, Inc., p,i,ms,hs, $17.00/year
($8.50 by prepaid personal check)
Quarterly magazine containing ideas, lesson plans, posters for use in the classroom.
Contact: TABS Orders
744 Carroll Street
Brooklyn, New York 11215

TWENTY FACTS ON WOMEN WORKERS
1980
Contact: WB

WOMEN...ARE UNDERREPRESENTED AS MANAGERS AND SKILLED CRAFT WORKERS
1980, chart
Contact: WB

OTHER PUBLICATIONS

WOMEN IN APPRENTICESHIP...THERE'S A FUTURE IN IT
1980
Contact: WB

WOMEN IN APPRENTICESHIP...WHY NOT?
1974, single copy free
Contact: WB

WOMEN IN NON-TRADITIONAL EMPLOYMENT: A SELECTED LIST OF PUBLICATIONS, SLIDES AND FILMS
1978
Contact: WB

WOMEN IN NON-TRADITIONAL OCCUPATIONS: A BIBLIOGRAPHY
1976, single copy free
Contact: U.S. Department of Labor
Bureau of Labor Statistics
230 South Dearborn, 9th Floor
Chicago, IL 60604

WOMEN'S GUIDE TO APPRENTICESHIP
1980, single copy free
Contact: WB

WOMEN: WORKING IT OUT
Francis Dodson Rhome, Editor
This study guide was prepared for women who are entering the workforce. Includes subjects such as problems of returning to work, self development, success on the job, and other pertinent subjects of interest to women.
Contact: Neal Robison
IHETS
Bowers Building
950 W. Michigan
Indianapolis, IN 46204

WORKING WOMAN'S GUIDE TO HER JOB RIGHTS
1979
Contact: WB

PHOTOGRAPHS AND POSTERS

THE CHANGING FAMILY

P

Four 13x18 color pictures show women in a variety of family situations. A complete teaching unit is printed on the reverse side of the sturdy board photos.

Contact: Michigan Education Association MSSAM
6505 Alden Drive
West Bloomfield, MI 48033

GENERAL ELECTRIC SERIES OF CAREER POSTERS

General Electric, free

Posters of boys and girls displaying interests and hobbies that could be utilized in career choice.

Contact: General Electric
Department D
Fairfield, Connecticut 06431

MEN WORKING...HELPING PEOPLE and WOMEN WORKING...GOING PLACES

These two posters are featured in the quarterly journal TABS, Vol. 3, No. 1&2, 1980. Posters appear in every issue of TABS and a variety are available.

Contact: TABS
744 Carroll Street 10
Brooklyn, NY 11215

MOTHERS DO MANY KINDS OF WORK

P

Poster of women engaged in several work situations.

Contact: Scott, Foresman, and Company
99 Baver Drive
Oakland, NJ 07436

PEOPLE AT WORK

A packet of twelve 8x12 photographs of women and men in non-traditional roles.

Contact: Change for Children
c/o 879 Douglass Street
San Francisco, CA 94114

PEOPLE AT WORK

Instructo Corporation

Twenty-four 8x10 photographs of women and men at work, focusing on nonstereotyped jobs.

Contact: Non-Sexist Child Development Project
Women's Action Alliance, Inc.
370 Lexington Avenue
New York, New York 10017

SOUND FILMSTRIPS; FILMSTRIPS/TAPES: SLIDES;
SLIDE TAPES; VIDEO CASSETTES

ALL IN A DAY'S WORK
Wisconsin Women's Apprenticeship Aid Center, slides
The slides show women apprentices at various stages of employment-training. Details advantages of apprenticeship careers.
Contact: ETA/RTI

THE APPRENTICE
26 minutes, color, 3/4 inch video cassette
History, status, reality of apprenticeship.
Contact: WB

AMERICAN MAN: TRADITION AND CHANGE
Carolyn A. Rega, Butterick Publishing, 1976, sound filmstrip, hs,psa,ed,gu
An introduction to the problems of examining sex role stereotyping. Part I discusses "Traditions in Question" and Part II discusses "Living with Change."
Contact: ICRC

AMERICAN WOMAN: NEW OPPORTUNITIES
Peggy Shane, Butterick Publishing, 1976, sound filmstrip, hs,psa,ed,gu
Purpose of this set is to help students understand and explore their options; to encourage them to think about and plan for their future as independent adults. Uses a historical approach and also looks at the future.
Contact: ICRC

BREAKOUT - WOMEN IN TRADES
video cassette
Interviews with women in various non-traditional occupations including an operating engineer, electrician, and administrator among others. Will soon be available in 16mm film.
Contact: BAT or ETA/RTI

CHOICE
Indiana State Board of Vocational and Technical Education. Prepared by the Fort Wayne Women's Bureau, Inc., slide/tape
This program concentrates on current employment options available to men and women in non-traditional occupations.
Contact: VES
Card Catalogue Number: AV.03.64

AN EQUAL CHANCE
sound - color filmstrip ms, $27.50
Shows, in cartoon style, that when babies are born in the U.S.A. the odds are stacked in favor of white males so that they grow up to earn more money and social power than babies born female or dark-skinned. As babies race through an obstacle course, the reasons for such unequal results become clear. Some solutions are also indicated.
Contact: CIBC Resource Center
1841 Broadway
New York, NY 10023

SOUND FILMSTRIPS; FILMSTRIPS/TAPES; SLIDES;

SLIDE TAPES; VIDEO CASSETTES

FIGHTING DISCRIMINATION

sound/color filmstrip ms, $27.50
Based on a boy's dream of Sojourner Truth visiting his older sister's high school. Tactics useful in winning justice through the years are presented, such as marches, strikes, lobbies, boycotts, etc. Sojourner Truth helps the students make plans to achieve sex equity in their school.

Contact: CIBC Resource Center
1841 Broadway
New York, NY 10023

INCREASING JOB OPTIONS FOR WOMEN

9 minutes, slides
Shows women working in a variety of non-traditional jobs, and reviews employer responsibility for equal opportunity and affirmative action.

Contact: Order Section, National Audio-Visual Center (to purchase)
General Services Administration
Washington, D.C. 20409
or
WB (available on loan)

JOBS AND GENDER

Guidance Associates, 1971, sound filmstrip, ms,hs
Contact: ICRC

MASCULINITY AND FEMININITY

Guidance Associates, filmstrip/tape
This set is designed to create student awareness of some of the classic stereotypes such as labeling of occupations, personality characteristics and mannerisms as well as lifestyles.

Contact: VES

NON-TRADITIONAL CAREERS FOR WOMEN

Pathescope Educational Media, filmstrip/tape
This reviews the history of woman's role in the U.S. job market from the mid 1800's to the 1970's. It discusses reasons for pursuing non-traditional careers.

Contact: VES
Card Catalogue Number: AV.03.06

THE SECRET OF GOODASME

sound/color filmstrip p, $27.50
Space creatures discuss stereotypes with a white girl, black boy, and Cherokee boy, convincing the children that: 1) stereotypes are not true; 2) stereotypes cause harm; 3) stereotypes are used to justify unfair treatment of women and minorities.

Contact: CIBC Resource Center
1841 Broadway
New York, NY 10023

SOUND FILMSTRIPS; FILMSTRIPS/TAPES; SLIDES; SLIDE TAPES; VIDEO CASSETTES

SEX ROLE STEREOTYPING IN ELEMENTARY SCHOOL BOOKS: A HIDDEN CURRICULUM
slide/tape
This slide/tape gives suggestions for nonsexist resources.
Contact: FN

WHY NOT?
Board of Cooperative Educational Services, Salisbury Center, 1976, sound filmstrip
hs,psa
This sound filmstrip explores the career choices of 11 women in the skilled trades and where you can find help in making a decision and receiving training.
Contact: ICRC

WOMEN AT WORK
Guidance Associates, filmstrip/tape
Part I looks at roles assigned America's poor, middle class and privileged women from colonial times up to the present. Part II examines breadwinning systems; discrimination; childrearing duties and household tasks.
Contact: VES

WOMEN TODAY
Guidance Associates, 1974, sound filmstrip, hs,psa
This program presents various women with strong, positive self-images who have made conscious life choices. Through these women the viewer explores the many recent changes that have affected society's concept of women and their role.
Contact: ICRC

A WORLD OF OPTIONS
Project BORN FREE, video tape cassette
This tape talks about some of the various options available to women of all ages, as well as problems, barriers, and benefits.
Contact: VES
Card Catalogue Number: AV.03.07